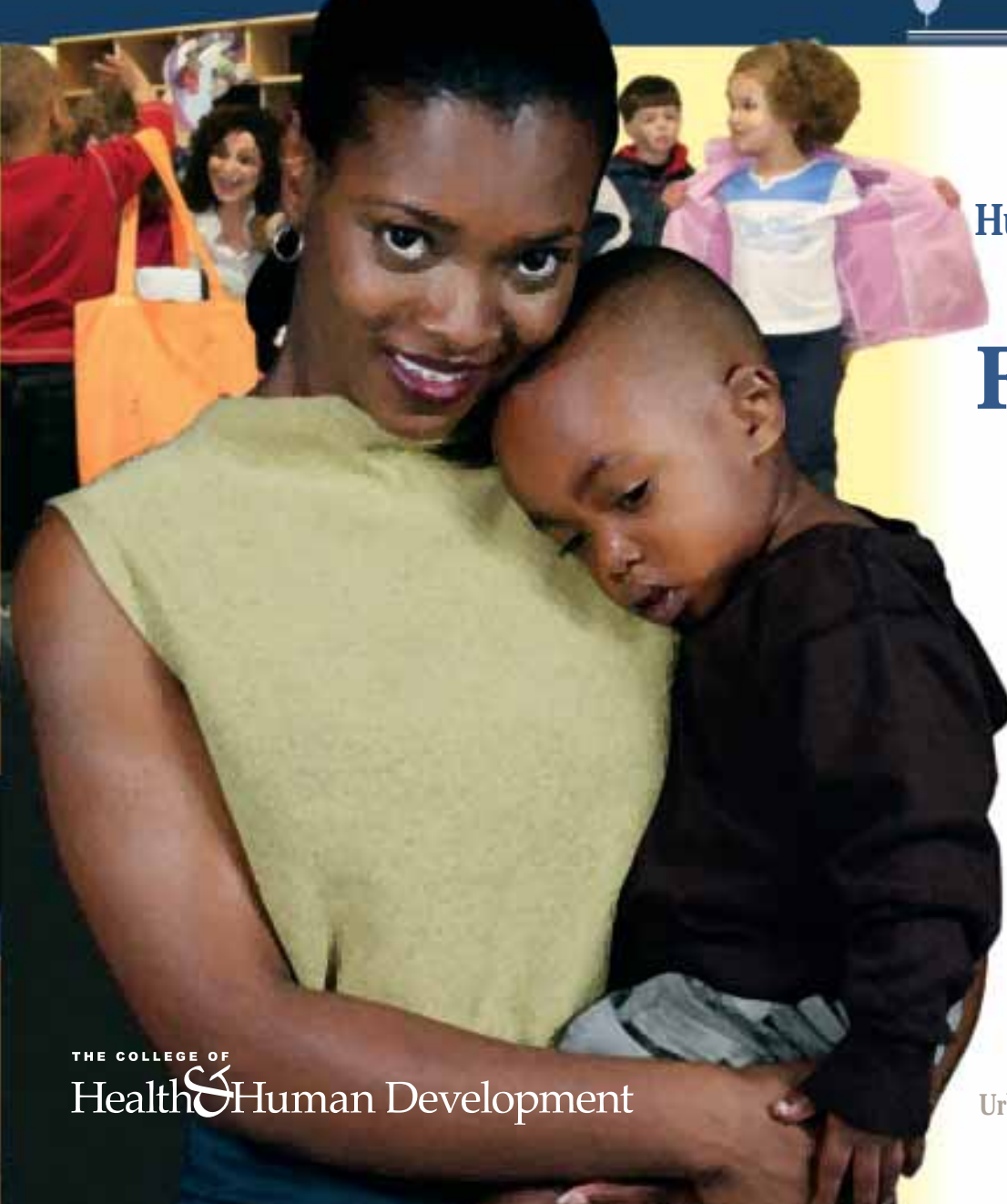


PENNSTATE



Capital Area
Health and
Human Development
Institute

Five-Year Report

2000-2005

Capital Area
Early Childhood
Training Institute

Harrisburg Center for
Healthy Child Development

Urban Community Partnership

THE COLLEGE OF
Health & Human Development

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Director's Letter

This report delineates the activities of the Capital Area Early Childhood Training Institute, the Harrisburg Center for Healthy Child Development and the Urban Community Partnership Initiative. All these entities are a part of the Prevention Research Center for the Promotion of Human Development within the Penn State College of Health and Human Development. All of these activities are accomplished through research, training, and technical assistance that are provided in the Harrisburg and South Central Pennsylvania areas.

Faculty and staff efforts focus on the following activities:

(1) Developing mentoring programs that help to produce positive behavioral change in caregivers caring for young children; (2) Developing certificate programs that articulate for college credit in the following areas: infant toddler, preschool, director, special needs, social emotional development, and home based; (3) Evaluating other mentoring programs to determine their effectiveness; (4) Completing early care and education quality studies; (5) Being responsible for all early care and education activities within the College of Health and Human Development; (6) Coordinating all training and technical assistance activities within South Central Pennsylvania as the Regional Key; (7) Providing policy-relevant information on best practices in infant toddler care to federal, state, and local governments; (8) Assistance to communities on the development, implementation, and evaluation of early care and education programming; (9) Research and evaluation of various human service programs; and (10) Conducting public policy research studies related to children, youth and families.

It became clear over the past five years that a new and integrated center was needed in order to coordinate all of these activities in Harrisburg. That new organization is the **Capital Area Health and Human Development Institute** which was created in 2005. As we look back on the past five years and plan for the future we wish to thank all those individuals and organizations who have collaborated and supported us to where we are today—a leader in higher education-based infant and toddler program quality activities and prevention research interventions in the United States.

Thank you!

Richard Fiene, Ph.D.

Director,
Capital Area Health
and Human Development Institute

Associate Professor,
Human Development and Family Studies,
Penn State



Community-University Partnerships to Promote Healthy Early Childhood Development

A central goal of the Capital Area Health and Human Development Institute (CAHHDI) is to develop the tools needed for long-term engagement with communities in creating the mechanisms by which measurable and sustainable systems change in early childhood care and education can occur for children and families in the Commonwealth. Many Institute projects exemplify this goal. In this report we highlight two of these projects:

The Urban Community Partnership Initiative

The Harrisburg Center for Healthy Child Development

The Urban Community Partnership Initiative

The Urban Community Partnership Initiative (UCPI) is an initiative in the College of Health and Human Development at Penn State. It was started in 2003 as the College's urban outreach program. The Initiative is housed in Harrisburg, Pennsylvania. The Harrisburg area was selected for its unique geographic and demographic characteristics, its proximity to University Park, and the wide variety of opportunities for students to engage with its diverse neighborhoods, many state agencies, and local human service/social service agencies.

The purpose of the Initiative is primarily to meet the pressing social, human, and health issues of the local community rather than starting with a research agenda. The Initiative offers community service learning internships for students and community based research projects for faculty. Through involvement in the Initiative, both students and faculty have many opportunities to work together on community-based initiatives. The purpose of the intervention(s) is to meet the needs of the local Harrisburg community. True partnerships are being developed with the Harrisburg community in which the community members are equal

partners with university faculty and students. This initiative is a long-term commitment by Penn State to remain fully engaged with the Harrisburg community. This will not be a short-term project just to collect data.

UCPI is a collaborative intervention and as such coordinates with other initiatives already established in the Harrisburg area, such as the Harrisburg Semester administered by the Penn State Harrisburg/Capital College School of Public Affairs. UCPI efforts are driven by the needs of the local Harrisburg community and faculty and students from Penn State are linked to assist in meeting these needs.

Harrisburg Center for Healthy Child Development

The Harrisburg Center for Healthy Child Development was established in 1999 to further the Prevention Research Center's research efforts in the Capital Area. As an urban center coping with high rates of child and adolescent risk, Harrisburg is the site of numerous prevention-related projects.

Since its inauguration, the Center has partnered with the Harrisburg School District, Dauphin County, and public and private agencies, including Hempfield Counseling, Head Start, and the Community Action Commission, to introduce and evaluate new preventive interventions and to create systems change to improve the delivery of services to children and families. Barbara Carl has served as the Associate Director of the Center since 2002. Examples of projects in which the Center is involved are provided on the following pages.

Dauphin County Delinquency Prevention

The first Harrisburg Center project, Dauphin County Delinquency Prevention, was funded by the Governor's Partnership for Safe Children and was coordinated with the local Communities That Care Initiative and the Harrisburg School District.

Community-University Partnerships to Promote Healthy Early Childhood Development *(continued)*

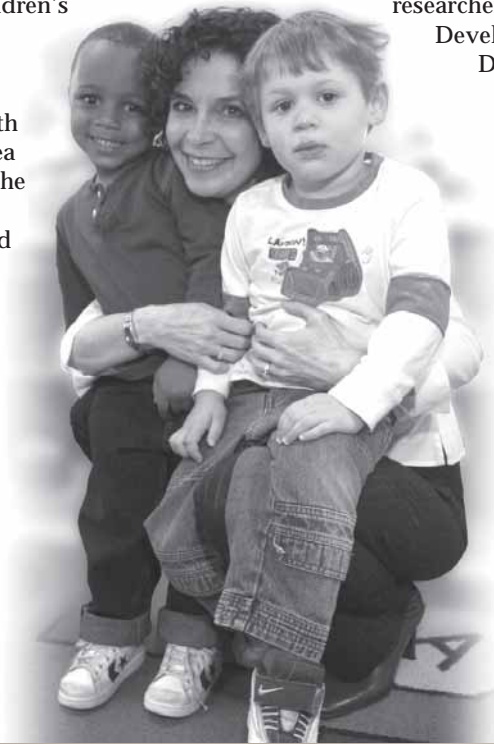
The project was designed to build social competence and reduce aggression in elementary school children living in neighborhoods with high rates of delinquency. Over a four-year period the project implemented the PATHS Curriculum with kindergarten to fourth-grade teachers in three Harrisburg elementary schools. This program was supplemented with both parent education and mentoring provided by Big Brothers/Big Sisters to a limited number of students.

Building on this early success, four other substantial projects have been initiated by the Harrisburg Center in collaboration with the Harrisburg School District and other community partners.

Development and Evaluation of Preschool PATHS

A central concern of the Institute is the development of preventive interventions that build children's social and emotional competence and resiliency.

Led by Dr. Celene Domitrovich and with the close cooperation of the Capital Area Head Start Program, a new version of the PATHS Curriculum was developed for preschool children. Using a randomized trial design (that also included the Lycoming-Clinton Head Start), findings indicated that new Preschool PATHS leads to improvements in children's knowledge about emotions as well as their social and emotional competence as judged by both teachers and parents. The early research on this model was funded by federal offices of Head Start; however, the area Head Start programs have now fully implemented and sustained this program through local funding.



The Harrisburg Preschool Program

One of the greatest concerns of communities is preparing children to be ready for schooling. Children showing greater readiness are much more likely to succeed throughout their formal education. The Harrisburg Preschool Program (formerly called REACH), funded by the W. K. Kellogg Foundation, supports both the implementation of an innovative model of preschool programming intended to create long-term systems change, as well as the evaluation of this initiative. This evaluation is a multi-level model and represents a strong partnership among several Penn State researchers. At the first level, the project will follow the development of over 300 young children over a six-year period to assess the model's effects on academic and social competence. The second level of evaluation, led by Dr. Linda Burton and

researchers from the Center for Human Development and Family Research in *Diverse Contexts*, qualitatively assesses the effects of the Harrisburg Preschool Project on the attitudes and behaviors of both teachers and parents. The third level of evaluation, led by Barbara Carl, director of research and evaluation at CAHHDI, includes assessment of school district operations, as well as broader systems change that is planned between the school district and community agencies, families, and other stakeholders.

Community-University Partnerships to Promote Healthy Early Childhood Development *(continued)*

Safe Schools/ Healthy Students (SS/HS)

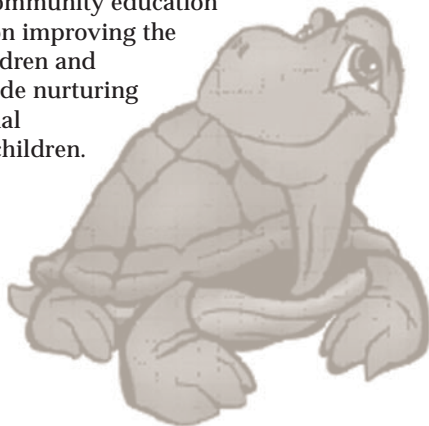


Conducted in

coordination with the Harrisburg School District, the Prevention Research Center provides training, technical assistance and evaluation to the SS/HS project. This initiative has multiple goals that are intended to create systems change that leads to improved prevention, mental health treatment, and academic outcomes for Harrisburg students. This wide-ranging project involves a number of innovations, including the development of new models for assessing and tracking students' social and academic functioning as well as the introduction and support of prevention programming from preschool to high school.

HOPE (Harrisburg Outreach for PATHS Expansion)

Funded by the Center for Mental Health Services (HHS), HOPE is a collaborative initiative involving Dauphin County Mental Health, Harrisburg City Schools, and Penn State. The goals of HOPE focus on institutionalization of the PATHS curriculum in Harrisburg schools, training and technical assistance to behavioral health providers to initiate linkages between the language and goals of mental health prevention and treatment, and a community education program focused on improving the competence of children and caregivers to provide nurturing social and emotional environments for children.



Dauphin Capacity Building Project Evaluation

This initiative represents a strong partnership between Penn State and the Dauphin County Collaborative Board. A coaching model was developed in this partnership, that provides local, grassroots organization in Dauphin County with training and coaching in the Outcomes Logic Model. With training provided by Connect Synergy, a local consulting firm, the goal of this project is to increase organization capacity by educating them on how to write solid grant proposals to secure funding. While the project was only meant to be a six-month pilot, the results are so encouraging that Dauphin County has agreed to fund the project for an additional year.

Governor's Institute for Parental Involvement

This project represents a partnership among Penn State, the Center for Schools and Communities, and the Pennsylvania Department of Education. With a planning grant from the Heinz Foundation, this collaborative is exploring "best practices" of family involvement strategies for school systems across the Commonwealth. Highly participatory in nature, this institute draws together teams of parents, administrators, teachers, and community members to identify ways to create strong family/school partnerships.

Quantum Opportunities Project (QOP)

This evaluation project focuses on the York YWCA's Quantum Opportunities Project. The QOP program was designed to address the many challenges and obstacles faced by disadvantaged youth. QOP focuses on developing basic skills (academic and functional) for future success, strengthening life and social skills to make better choices and operate more effectively with families and peers, broadening horizons through cultural trips and other experiences, and taking pride in the community through active service. Additionally, this evaluation has a process component to assess board and systems functioning.

Research that Informs Policy

From the outset, a strategic goal of the Institute has been to engage with policymakers to improve decision making for children and families based on current scientific knowledge. Two projects highlight these efforts:

Infant Caregiver Mentoring Project

PA Early Childhood Care and Education Task Force

Infant Caregiver Mentoring Project

A Summary of the Program and Evaluation

The Capital Area Early Childhood Training Institute conducted the first randomized trial evaluation of a mentoring training program for infant and toddler center-based childcare providers. The results are exciting—this intensive, one-on-one approach produces measurable change in caregiver behavior and the quality of care that these caregivers provide.

Introduction

In the Commonwealth of Pennsylvania, the Department of Public Welfare requires that childcare providers in licensed programs complete six hours of training annually. This training has generally been accomplished through workshops that caregivers attend in the evening or on weekends. There has been concern that this model may be an ineffective intervention for improving quality because it is not targeted to specific childcare program needs. While a variety of topics are offered in workshop training, many caregivers select trainings based on location and timing rather than on specific goals or training needs. In addition, there is often very little application of knowledge gained in workshop training to the day-to-day challenges childcare providers face in their classrooms.

Recognizing both the level of quality in infant and toddler programs and the constraints of a workshop training model, the Capital Area Early Childhood Training Institute designed a mentoring program in

which seasoned professionals are paired with infant and toddler caregivers to provide on-site training using a mentoring approach. The training provided by the mentors focuses on each caregiver's goals and needs, and so varies from classroom to classroom and caregiver to caregiver. In addition, the Institute built in a program evaluation that employs a randomized design that includes both a treatment and control group.

Background

The majority of research completed on early childhood quality has focused on preschool programs, that is, programs serving children aged 3-5 years. Infant and toddler programs, for the most part, have been treated as an add-on rather than the focus of research¹. The research that has addressed quality in infant and toddler care has alarmingly documented the mediocrity of care that most programs provide.

Mentoring in childcare has been documented in the literature for the past 10-15 years². While it has been described as an effective mode of training/technical assistance, there are few, if any, demonstrations that utilize a randomized evaluation design. In addition, most of the evidence supporting the success of a mentoring intervention has been reported through anecdotal evidence rather than in quantitative, empirical results. The following describes the tools used to evaluate the caregivers as well as the pre-test and post-test findings for the control and treatment groups.



Research that Informs Policy *(continued)*

Implementing the Mentoring Program

The mentoring program began by inviting the directors of all the licensed childcare centers that provided infant and/or toddler care in South Central Pennsylvania to a series of informational lunchtime meetings. At these meetings, institute staff described the mentoring program, explained what would be asked of the program participants, and recruited interested center directors. The directors then coordinated with institute staff to select the caregivers to participate in the program.

Initially, the program involved 40 infant and toddler caregivers from 24 childcare programs in a three-county area surrounding Harrisburg. The caregivers were randomly assigned to a treatment group and a delayed treatment group. The delayed treatment group served as a control group for the first two rounds of data collection.

During the summer of 2000, staff from the Institute collected pre-test data from all 40 caregivers, as well as from an additional 12 caregivers who participated in another mentoring program sponsored by the Institute, the Hanen Program for Early Childhood Educators/Teachers. This pre-test data included demographic information as well as the following measures:

The Infant Toddler Environment Rating Scale (ITERS), measuring the overall quality of the environment;

The Arnett Caregiver Interaction Scale, measuring the quality of caregiver/child interactions;

The Knowledge of Infant Development Inventory (KIDI), measuring the caregiver's knowledge of child development; and

The Bloom Work Environment Survey, measuring the organizational climate of the center.



The data were collected in such a manner that the individual collecting the data did not know which caregivers were included in the treatment or control group.

Once the pre-test data were collected, the 20 caregivers in the treatment group received mentoring intervention over a four-month time period, with the mentors visiting each caregiver at least once each week. The 12 caregivers participating in the Hanen Program for Early Childhood Educators/Teachers received a combination of group sessions focusing on facilitating language development and individual mentoring sessions. The delayed treatment group received no intervention during the four-month period.

During January and February of 2001, the first round of post-test data were collected, utilizing the same data collection personnel and the same four measures described. Once again, the data collector had no knowledge of which caregivers had received the intervention and which caregivers served as the control group.

Research that Informs Policy *(continued)*

From March through June of 2001, the control group received the mentoring intervention, while the initial treatment group received no intervention. Again in July and August 2001 post-test data were collected from all caregivers.

During the initial year of the mentoring program (Summer 2000—Summer 2001), 14 caregivers, or 27%, dropped out of the mentoring program. These caregivers left the mentoring program, in the most part, because they either left their positions or were reassigned to another age-level classroom. Because these caregivers dropped out of the study during the intervention period, no post-test data were collected on these individuals.

Demographics

The following results were found when the demographic survey and workplace benefit summary were analyzed.

The average age of the directors in the program is 31 with a range from 24-53 years of age. They are predominantly Caucasian (81%) with 19% of other ethnic backgrounds. Eight percent of the directors involved in the study have associate degrees, 78% have bachelor's degrees, and 14% have master's degrees. They have been employed as directors in their program for an average of 31 months with a range from 1 month to 120 months. Their average pay is between \$20,000 and \$25,000 per year. A total of 60% have health insurance, 45% have some form of dental or life insurance, and 45% are in a retirement system.



Research that Informs Policy *(continued)*

The average age of the caregivers in the program is 36 with a range from 18-68 years of age. They are predominantly Caucasian (77%) with 23% of other ethnic backgrounds. About 57% have high school diplomas, 16% have some college credits, 5% have CDA's, 16% have associate degrees, 5% have bachelor's degrees, and 2% have master's degrees. They have been employed as caregivers in their program for an average of 34 months with a range from 1 month to 153 months. They have worked in the early childhood field as caregivers for an average of 71 months with a range from 1 month to 312 months. Their average pay is between \$10,000 and \$15,000 per year. About 50% have health insurance, 33% have some form of dental or life insurance, and 33% are in a retirement system.

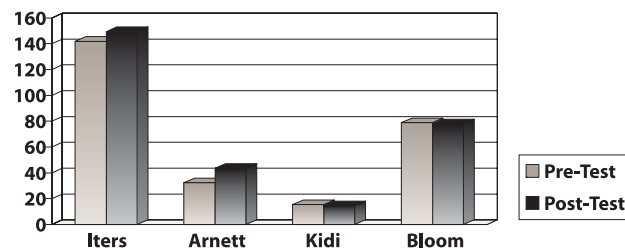
There was an interesting correlation between staff salary and turnover. There was a lower rate of staff turnover in the programs where the staff salary was higher.

Outcomes

The pre- and post-test data collected by the measures described earlier were compiled into a statistical database and analyzed. The outcomes after the initial study were very positive. The empirical data proved that mentoring, unlike many other forms of training, was extremely effective. The scores on the Infant/Toddler Environment Rating Scale (ITERS), a tool that assesses the quality of the environment, improved by an average of 7 points. The Arnett, the tool that measures the quality of interaction between the caregiver and the children, rose by an average of 11 points. It is important to remember that prior to this study the majority of research on the effectiveness of mentoring utilized anecdotal evidence rather than empirical evidence.

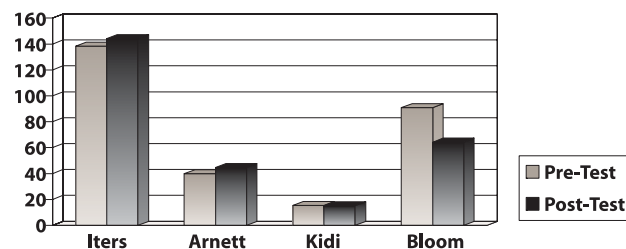
The following bar graph represents the amount of change in ITERS scores that occurred in the fall intervention group immediately after the intervention (mentoring) took place.

Fall 2000 Group



The following bar graph represents the amount of change that occurred in the spring intervention group immediately after the intervention (mentoring) took place.

Spring 2001 Group



Research that Informs Policy *(continued)*

The intense one-on-one intervention that participants received helped them to improve the overall quality of interaction in their rooms. Because the mentor was on site and in the classroom they were able to tailor the information to fit the needs of each protégé and each classroom. The mentor helped the protégé construct new knowledge and skills and then was able to help them apply their learning in their classroom. Unlike workshop training, the traditional form of training in Pennsylvania, mentoring is individualized and different for each participant, based on their knowledge, skill, and commitment to the program.

Mentoring not only helped caregivers improve the quality of the care they were giving young children, but it also promoted a feeling of professionalism among the people who participated in the study. After the mentoring program many participants felt that they were more likely to stay in the field. One protégé shared, “Because of the mentoring program I realized I was a professional, and I was able to develop an understanding about the importance of trusting relationships with not only children but also with their parents.”

Six months after the mentoring intervention concluded, participants still were performing at a higher level than they were prior to beginning the program. Therefore, the effects of mentoring do not disappear after the mentoring stops. The effects, using the research we have now, seem to be long-lasting.



Research that Informs Policy *(continued)*



Conclusion

It is clear from the data that training/technical assistance interventions are needed in infant and toddler programs because of the low scores on various program quality measures. In fact, based upon this study it would appear that if nothing is done the programs may actually get worse—the ITERS going from 137 (pre-test) to 132 (post-test). This could be an aberration in the data; however there does seem to be a trend when these data are compared to other studies³.

An interesting result was the strong relationship between organizational climate scores on the Bloom scale and the overall program quality scales—the ITERS and the Arnett. Previous research⁴ has shown the importance of commitment to professional development and the overall quality of the childcare program. The results in this study also help to build upon those results by demonstrating that an organizational climate created by the director that supports openness in decision making and that encourages self-sufficiency in making decisions helps to promote a high quality childcare program.

The public policy implications are significant. This clearly demonstrates that a mentoring intervention will produce positive changes in the overall quality of childcare programs both globally and with caregiver interactions. Previous research⁵ has indicated that increasing the number of training hours produces more developmentally appropriate behaviors in childcare staff. Mentoring fits this model because it is an intensive one-on-one intervention in which the mentor and protégé are engaged in problem solving activities to improve the overall quality of the interactions and environment of the childcare program.

The other public policy implication is that even when the best training is provided to childcare staff, it will not impact turnover in the long run. The only thing that has

Research that Informs Policy *(continued)*

an impact on turnover from the results of this study is the salary of the staff. The higher the salary of staff, the lower the turnover rate. The compensation issue should be addressed or we will continue to train more and more staff but the children will never see the benefits because the staff will leave the early childhood field due to the low salaries.

The most important items in improving the overall quality of childcare centers appear to be the following based upon this research study: training that is targeted through a mentoring approach (60-70 hours at a minimum); a highly-educated director (bachelor's degree in early childhood) and teachers who have substantial experience (5 years or more in the early childhood/childcare field), making a salary of \$20,000-\$25,000 for teachers and \$30,000-\$35,000 for directors; and a program director who has an open-minded decision making process.

¹ Breunig & Bellm (1996). Early childhood mentoring programs: A survey of community initiatives. Washington, D.C.: Center for the Child Care Workforce. Fenichel (1992). Learning through supervision and mentorship. Washington, D.C.: Zero to Three: National Center for Infants, Toddlers and Families.

² Clarke-Stewart (1987). In search of consistencies in child care research. In D. Phillips (Ed.), *Quality in childcare: What does research tell us?* Washington, DC: National Association for the Education of Young Children; Goelman & Pence (1987). Effects of childcare, family, and individual characteristics on children's language development: The Victoria day care research project. In D. Phillips (Ed.), *Quality in childcare: What does research tell us?* Washington, DC: National Association for the Education of Young Children; Howes (1987). Quality indicators in infant and toddler childcare: The Los Angeles study. In D. Phillips (Ed.), *Quality in childcare: What does research tell us?* Washington, DC: National Association for the Education of Young Children; Kontos & Fiene (1987). Childcare quality, compliance with regulations, and children's development: The Pennsylvania study. In D. Phillips (Ed.), *Quality in childcare: What does research tell us?* Washington, DC: National Association for the Education of Young Children; Galinsky, Howes, Kontos, & Shinn (1994). *The study of children in family childcare and relative care: Highlights of findings.* New York, NY: Families and Work Institute; Scarr, Eisenberg & Deater-Deckard (1994). Measurement of quality in child care centers. *Early Childhood Research Quarterly*, 9: 131-151; Iutcovich, Fiene, Johnson, Koppel, & Langan (1997). *Investing in our children's future.* Erie, PA: Keystone University Research Corporation; Helburn (1995). *Cost, quality and child outcomes in child care centers.* Denver, CO: Center for Research in Economics and Social Policy, Department of Economics, University of Colorado; Fiene (1995). Utilizing a statewide training system to improve childcare quality. *Child Welfare*, 74(6): 1189-1201; Fiene (1996). Using a statistical-indicator methodology for accreditation. In S. Bredekamp (Ed.), *A Decade of Accreditation.* Washington, DC: National Association for the Education of Young Children; Jorde-Bloom (1988). Assess the climate of your center: Use the early childhood work environment survey. *Day Care and Early Education*, summer 1988: 9-11; Love, Schochet & Meckstroth (1986). *Are they in any real danger: What research does—and doesn't—tell us about childcare quality and children's well being.* Princeton, NJ: Mathematica Policy Research, Inc.

³ Iutcovich, Fiene, Johnson, Koppel, & Langan, 1997.

⁴ Iutcovich, Fiene, Johnson, Koppel, & Langan, 1997.

⁵ Johnson (1994). *Childcare training and developmentally appropriate beliefs and practices of child care employees in Pennsylvania,* Harrisburg, PA: Center for Schools and Communities.



Creation of The Early Childhood Care and Education Task Force

University Children's Policy Collaborative: The Early Childhood Care and Education Task Force

In 1999, the Institute and the Prevention Research Center joined with nationally-recognized researchers from the University of Pittsburgh Office of Child Development and the Temple University Center for Public Policy to form the Universities Child Policy Collaborative (UCPC). UCPC was initiated to provide cross-university capability and cooperation in providing policy-relevant research on issues related to children and families to the State of Pennsylvania. Formed by the three major state-related universities, UCPC has built a matrix of research capabilities and a network of colleagues here and nation-wide to answer the most pressing questions about advancing the well-being of Pennsylvania's young children.

In April 2002 Governor Richard Schweiker created the 33-member Early Childhood Care and Education Task Force which was empowered to provide recommendations for the future of early childhood services in Pennsylvania. The Governor's Office asked UCPC to play a key role in assisting the task force and Dr. Greenberg and the Prevention Research Center lead and coordinated the overall effort which examined existing and potential programs and services for children from birth to age 8 and made recommendations for improving educational opportunities for children. Penn State contributors to UCPC included Dr. Richard Fiene and E. Michael Foster, professor of Health Policy and Administration.

The task force submitted two reports in 2002. The first, *Early Care and Education: The Keystone of Pennsylvania's Future*, detailed research findings from four studies conducted by UCPC and cited four key factors in ensuring that Pennsylvania's children enter school ready to learn: gubernatorial leadership and vision; key components of school readiness: early care and education, health and family supports; foundation elements that assure progress toward the goal; and public information and engagement.

The second report, led by Dr. Fiene and entitled *Quality of Early Childhood Education Programs in Pennsylvania*, was the first comprehensive quality study completed in Pennsylvania that provided an evaluation of the services currently provided to children and outlined recommendations for developing baseline quality expectations for all early-childhood programs. The survey of 372 early care and education providers found: 80% of care in Pennsylvania has been rated minimal or adequate at best; only 20% was rated good; Head Start's quality was significantly higher than all other forms of early care and education; 46% of Head Start programs are of high quality; preschool programs scored significantly higher on quality than did childcare centers and homes; and the quality of childcare centers and family/group childcare homes decreased since the mid-1990s.

Governor Schweiker signing the executive order to create the Early Childhood Care and Education Task Force.



UCPC research indicated areas that must be addressed to improve the quality of Pennsylvania's early care and education delivery system:

•**Teacher Education:**

Individuals with college degrees provide a much higher level of quality than individuals with a high school diploma; however, in Pennsylvania, only 58% of teachers have early education degrees.

•**Planned Curriculum:**

More than 90% of childcare centers, Head Start sites, preschools and group homes reported use of a written program guide or curriculum, while about 50% of the family homes and legally unregulated providers reported using written sources to plan activities.

•**Accreditation:**

Since this report Pennsylvania has fully launched its Keystone Stars quality improvement program to recognize childcare providers who exceed state health and safety licensing requirements. This incentive program may help contribute to a rise in the level of quality offered to children by licensed childcare providers.



Mr. Rogers and friends from the Early Childhood Care and Education Task Force.

Information on the Web

For more information on the Early Childhood Initiative, visit the Institute's Web site at <http://caecti.org>; to review task force reports and other publications relating to the UCPC, visit <http://caecti.org/ucpc/index.htm>.

Capital Area Early Childhood Training Institute

A Look Back, and Ahead

The Capital Area Early Childhood Center, 1999

In 1999, the Penn State Prevention Research Center collaborated with the Capital Area Funders Group to develop a plan to fill the tremendous need to raise the quality of childcare for infants and toddlers. In January 2000, the Center and the Greater Harrisburg Area Foundation jointly opened the Capital Area Early Childhood Training Institute (CAECTI) with both private and public funding from a variety of funders in the Greater Harrisburg area and the state of Pennsylvania.



The Opening of the CAECTI (l-r): Dr. Mark Greenberg, JoAnn Lawer (Pennsylvania Dept. of Public Welfare), Dr. Richard Fiene, Janice Black (President/CEO, Greater Harrisburg Area Foundation), William Lehr, Jr. (Chair, Greater Harrisburg Area Foundation)

The Capital Area Early Childhood Training Institute Today

The Institute has become a broad-based state resource in the provision of training, outreach, and research to parents and care providers of children from birth to five years of age. CAECTI has an advisory board of prominent community leaders and advocates for children that plays a very active role in charting its goals and initiatives. As a result, the Institute is empowered by a broad-based community advisory board with representatives from local and state government, citizens, social service and childcare providers, local foundations, and other professionals working in research and service in early childhood. Located in Harrisburg, the Institute serves an eight-county area (Dauphin, Cumberland, Perry, Lancaster, Lebanon, York, Franklin and Adams Counties) of south central Pennsylvania with a special concentration on Dauphin, Cumberland and Perry Counties. CAECTI works in

conjunction with other training organizations, childcare centers, and public and private agencies that serve children and families in the eight-county region to ensure high-quality, well-coordinated training for childcare providers in this region.

The four primary goals of the Institute are to (1) coordinate and develop training opportunities for parents and childcare providers; (2) disseminate information to parents and childcare providers regarding training opportunities; (3) serve as advocates for high-quality infant and toddler training opportunities in the region; and (4) serve as a regional clearinghouse for infant and toddler training information.

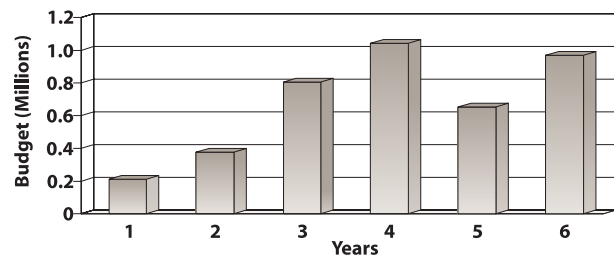
The Institute develops and coordinates training sessions throughout the region, including: on-site mentoring and consultative sessions; workshops for caregivers and parents of infants, toddlers and preschoolers; seminars for directors of childcare programs; and an annual summer training institute. The Institute's Web site lists available training opportunities in the eight-county area, as well as links to other Web sites containing information for parents and care providers. The Institute advocates for and helps develop high-quality early childhood education training programs for childcare providers and parents throughout the region and the state. The Institute also coordinates with other early childhood training institutes and initiatives. Finally, the Institute has conducted ongoing evaluation research of its programs and other childcare programs in Pennsylvania and these reports are available on the Web site. Given its wide breadth of ongoing contact with childcare facilities and parents, the Institute also affords growing opportunities for Penn State researchers.

The Institute has experienced substantial growth since its origins. After three years of operations it has been involved in twelve separately-funded training and evaluation projects throughout Pennsylvania. It now has over fifteen part-time and full-time staff.

Funded Research and Program Initiatives at CAECTI

Over its first five years, CAECTI has demonstrated its commitment to program development, outreach, and research by gaining grants and contracts from local, state, and federal agencies, including foundations, state and federal agencies, school districts, and many others. In 1999-2000, the Institute received one grant totaling \$210,000. Five years later, in 2004-2005, CAECTI administered nine grants for a total of \$968,475. This growth has continued. There are now 35 funded grants totaling over \$4,000,000 for the five-year period. The figure below displays the growth in research award amounts by fiscal year, for the period 2000-2005.

External Funding for Research, Capital Area Early Childhood Training Institute, 2000-2005



The Institute's Commitment to Training and Outreach

CAECTI is the technical and program coordinator for several Pennsylvania childcare and early childhood education initiatives. One of the most visible is Keystone STARS.

Keystone STARS

The Capital Area Early Childhood Training Institute is the STARS Technical Assistance coordinator for Region # 4, which includes the eight counties: Dauphin, Cumberland, Perry, Lancaster, Lebanon, York, Franklin and Adams. As the STARS TA organization, the Institute coordinates and provides consultation services to childcare providers in this region that have been accepted as participants in the Keystone STARS program

and have a star designation. By completing a one-page request form, Keystone STARS facilities have the opportunity to request consultation services in support of their successful achievement of a higher star rating. STARS Technical Assistance services are available at no cost to childcare providers participating in the Keystone STARS program. Institute staff collaborate with other experts in the early childhood field in offering consultation services to these facilities. In addition, CAECTI partners with the Penn State Department of Human Development and Family Studies and the STARS TA organization for Region # 3, a 16-county area that includes: Somerset, Bedford, Fulton, Cambria, Blair, Huntingdon, Mifflin, Juniata, Centre, Clinton, Lycoming, Union, Snyder, Northumberland, Montour, and Columbia Counties.

Since 2003, CAECTI has been the regional training organization coordinating all training opportunities in south central Pennsylvania working with eight other training organizations in providing a high-quality training program for 1,400 childcare centers and childcare homes in the region.

In 2005, CAECTI became the Regional Key along with Child Care Consultants, Inc., for the south central region of Pennsylvania and will continue to be responsible for all training, mentoring and technical assistance in the south central region.

In addition to the certificate programs and summer institutes, CAECTI has an internship program for both Penn State undergraduate and graduate students who are interested in learning more about the early care and education field.

Harrisburg-based and/or -focused Early Childhood Research and Outreach Projects

Promoting Social and Emotional Competence in Head Start Children and Their Families

A partnership with two Pennsylvania Head Start sites (Lycoming-Clinton Head Start and Capital Area Head Start) to develop, implement and evaluate a teacher-implemented, school-based, prevention program to meet the mental health needs of Head Start children.

Principal Investigator: Greenberg

Funder: National Institutes of Health; Start Date: 1999

Evaluation of Healthy Families of Harrisburg Project

Principal Investigator: Greenberg

Funder: Hempfield Counseling Associates; Start Date: 2000

Lycoming-Clinton Head Start Family Childcare Mentoring Evaluation

Principal Investigator: Fiene

Funder: Lycoming Head Start; Start Date: 2001

Early Childhood Taskforce

A statewide look at the overall quality of early care and education quality in 372 facilities.

Principal Investigator: Greenberg

Funder: Pennsylvania Commission on Crime and Delinquency; Start Date: 2002

Partnership Model for Diffusion of Proven Prevention

An assessment of the effectiveness of a model for the diffusion of empirically validated prevention programs focused on adolescent substance abuse and mental health. The project is being conducted in 14 communities in Iowa and Pennsylvania.

Principal Investigator: Greenberg

Funder: University of Iowa Partnership; Start Date: 2002

Harrisburg Preschool Evaluation Project

An evaluation of a comprehensive early childhood education program recently unveiled by the Harrisburg (PA) School District.

Principal Investigator: Greenberg

Funder: W. K. Kellogg Foundation; Start Date: 2002

Harrisburg Safe Schools/Healthy Students Project

Evaluation of the implementation and outcomes of a comprehensive prevention strategy (REACH preschool program, universal drug prevention and social-emotional curriculum, school-based mental health services, transition program for 8th- and 9th-grade students) designed to involve the educational, social service and law enforcement agencies in a coordinated effort to reduce violence and promote the health of children and families in a moderate-sized, urban community.

Principal Investigator: Domitrovich

Funder: Harrisburg School District; Start Date: 2002

Lebanon County Mentor Training Program

Funding for the CAECTI mentoring program implementation in Lebanon County Child Care.

Principal Investigator: Fiene

Funder: Child Care Resource Developers; Start Date: 2002

CCC York County Relative/Neighbor Care

Two grants to provide training on the use of home-based early childhood environment rating scales to a group of childcare evaluators and trainers.

Principal Investigator: Fiene

Funder: Child Care Resource Developers; Start Date: 2002

Pittsburgh STARS

Funding to evaluate the pilot Keystone STARS program.

Principal Investigator: Fiene

Funder: University of Pittsburgh; Start Date: 2002

Dauphin County Outcomes Evaluation

Evaluation of training and technical assistance project, focusing on raising the capacity of small, local, nonprofit organizations throughout Dauphin County.

Principal Investigator: Carl

Funder: Dauphin County; Start Date: 2004

Governor's Institute for Parental Involvement

Research and evaluation to identify "best practices" of family involvement strategies for school systems across the Commonwealth.

Principal Investigator: Carl

Funder: Heinz Foundation; Start Date: 2005

Quantum Opportunities Project

Evaluation of this evidence-based model of targeted youth development. QOP serves 25 students, offering academic, cultural and service learning activities.

Principal Investigator: Carl

Funder: York YWCA; Start Date: 2005



Capital Area Early Childhood Training Institute Workshops and Seminars

Mentoring Program

Fall 2000 – Spring 2001

Infant/Toddler Mentoring Cumberland, Dauphin and Perry Counties

Instructors: Lisa Heintzelman & Michele Black 7/00 – 6/01

Hanen Program Cumberland County

Instructor: Jill Miller 1/01 – 6/01

Infant/Toddler Workshops Cumberland, Dauphin and Perry Counties

Instructors: Molly Wilson, Lisa Heintzelman & Michele Black 7/00 – 6/01

Fall 2001 – Spring 2002

Infant/Toddler Mentoring Cumberland, Dauphin and Perry Counties

Instructors: Lisa Heintzelman & Michele Black 9/01 – 6/02

Director Mentoring Cumberland, Dauphin and Perry Counties

Instructors: Lisa Heintzelman & Michele Black 9/01 – 6/02

Hanen Program Cumberland County

Instructor: Jill Miller 1/02 – 6/02

Summer Institute Dauphin County

Instructors: Molly Wilson, Lisa Heintzelman & Michele Black 6/02

Certificate Program Training

Fall 2002 – Spring 2003

Center-Based Childcare Provider Certificate Program York County

Instructor: Linda Kern 9/30/02 – 1/09/03

Center-Based Childcare Provider Certificate Program Dauphin County

Instructor: Lisa Heintzelman 10/1/02 – 11/5/02

Accreditation Certificate Program Centre County

Instructor: Roxie Nestlerode 10/2/02 – 1/09/03

Accreditation Certificate Program Centre County

Instructor: Roxie Nestlerode 10/3/02 – 1/07/03

Center-Based Childcare Provider Certificate Program Dauphin County

Instructor: Michele Black 10/03/02 – 12/19/02

Infant-Toddler Caregiver Certificate Program Cumberland County

Instructors: Molly Wilson & Amy Zoellner 10/9/02 – 11/13/02

Infant-Toddler Caregiver Certificate Program Dauphin County

Instructors: Molly Wilson & Amy Zoellner 10/7/02 – 12/16/02

Director Certificate Program Dauphin County

Instructors: Kelly Kring & Kathy Stennett 10/9/02 – 12/4/02

Home-Based Provider Childcare Certificate Program Cumberland County

Instructors: Kim Dile & Beth Whitman-Pitzer 10/8/02 – 12/17/02

Accreditation Certificate Program Cumberland County

Instructor: Michele Black; Support with Mentoring: Barb Willier 10/21/02 – 11/25/02

Infant/Toddler Certificate Program York County

Instructor: Linda Kern 11/11/02 – 12/16/02

Center-Based Childcare Provider Certificate Program Cumberland County

Instructor: Lisa Heintzelman 11/12/02 – 12/17/02

Infant/Toddler Caregiver Certificate Program Dauphin

Instructors: Michele Black & Barb Willier 1/8/03 – 2/12/03

Center-Based Childcare Provider Certificate Program Perry County

Instructors: Kelly Kring & Amy Zoellner 1/25/03 – 3/22/03

Inclusive Childcare Certificate Program Cumberland County

Instructor: Jill Miller 1/29/03 & 2/12/03

Capital Area Early Childhood Training Institute

Workshops and Seminars *(continued)*

Director Certificate Program York County

Instructor: Linda Kern 2/3/03 – 3/31/03

Infant/Toddler Caregiver Certificate Program Centre County

Instructor: Roxie Nestlerode 2/4/03 – 4/22/03

Director Certificate Program Dauphin County

Instructors: Kelly Kring & Kathy Stennett 2/5/03 – 4/2/03

Center Based Childcare Certificate Program Centre County

Instructor: Roxie Nestlerode 2/11/03 – 4/29/03

Home Based Childcare Provider Certificate Program Cumberland County

Instructor: Beth Whitman-Pitzer 2/25/03 – 5/6/03

REACH Early Childhood Certificate Program Dauphin County

Instructors: Michele Black & Lisa Heintzelman 3/19/03 – 5/14/03

Infant-Toddler Caregiver Certificate Program Adams County

Instructors: Linda Kern & Amy Zoellner 3/20/03 – 6/26/03

Infant/Toddler Caregiver Certificate Program Dauphin County

Instructor: Molly Wilson & Amy Zoellner 4/1/03 – 5/6/03

Center Based Caregiver Certificate Program, Level 2 York County

Instructor: Linda Kern 4/7/03 – 5/12/03

Director Certificate Program, Level 2 Dauphin County

Instructors: Kelly Kring & Kathy Stennett 4/23/03 – 6/4/03

Strawberry Garden Workshop/Mentoring Series Dauphin County

Instructor: Lisa Heintzelman 4/14/03 – 5/20/03

DAP Mini Workshop/Mentoring Series York County

Instructor: Linda Kern 4/29/03 – 5/13/03

Implementation Grant Dauphin County

Instructor: Michele Black & Lisa Heintzelman 5/17/03 – 6/3/03

Hansel and Gretel Workshop/Mentoring Series Dauphin County

Instructor: Michele Black 6/4/03 – 6/10/03

Accreditation Mini Certificate Program Centre County

Instructor: Roxie Nestlerode 7/16/03 – 7/30/03

Fall 2003 – Spring 2004

Inclusive Childcare Certificate Program Cumberland County

Instructor: Jill Miller 9/8/03 – 11/10/03

Infant/Toddler Certificate Program Dauphin County

Instructor: Barb Willier & Molly Wilson 9/8/03 – 10/13/03

YWCA Accreditation Certificate Program York County

Instructor: Linda Kern 9/9/03 – 12/8/03

Infant/Toddler 2 Certificate Program Cumberland County

Instructor: Amy Zoellner & Molly Wilson 9/10/03 – 1/7/04

YMCA-Dover Accreditation Certificate Program York County

Instructor: Linda Kern 9/11/03 – 1/03/03

Home-Based Childcare Provider Cumberland County

Instructor: Beth Whitman-Pitzer 10/2/03 – 11/20/03

Director Level 1 Certificate Program Dauphin County

Instructor: Kelly Kring & Barb Willier 10/2/03 – 12/4/03

Director Mini Certificate Program Centre County

Instructor: Roxie Nestlerode 10/21/03 – 12/2/03

Infant/Toddler Mini Certificate Program Centre County

Instructor: Roxie Nestlerode 11/3/03 – 11/17/03

Infants and Toddlers Certificate Dauphin County

Instructor: Molly Wilson 11/20/04 – 12/03/03

Accreditation Certificate Program TLC Montessori York County

Instructor: Linda Kern 11/3/03 – 4/21/04

Capital Area Early Childhood Training Institute

Workshops and Seminars *(continued)*

Accreditation Certificate Program Dover YMCA York County

Instructor: Linda Kern 1/6/04 - 4/13/04

Accreditation Certificate Program-End of the Rainbow York County

Instructor: Linda Kern 1/13/04 - 5/25/04

Infant/Toddler 2 Certificate Program-Harrisburg Dauphin County

Instructor: Amy Zoellner & Molly Wilson 1/13/04 - 3/30/04

Accreditation Certificate Program-Children's First York County

Instructor: Linda Kern 1/17/04 - 5/12/04

Center-Based Mini Certificate Program Dauphin County

Instructor: Barb Willier 1/20/04-2/3/04

Language Literacy Certificate Program Cumberland County

Instructor: Jill Miller 2/2/04 - 4/5/04

Infant/Toddler Mini Certificate Program Centre County

Instructor: Roxie Nestlerode 2/4/04 - 3/3/04

Director Mini Certificate Program Centre County

Instructor: Roxie Nestlerode 2/10/04 - 4/06/04

Home-Based Childcare Provider Language Development Cumberland County

Instructor: Beth Whitman-Pitzer 2/12/04 - 3/25/04

Director Certificate Program Dauphin County

Instructor: Kelly Kring & Barb Willier 2/12/04 - 3/25/04

Home-Based Childcare Provider Mini-Certificate Program Perry County

Instructor: Beth Whitman-Pitzer 3/30/04 - 5/11/04

Preschool Certificate Program Dauphin County

Instructor: Barb Willier 4/19/04 -6/7/04

Accreditation Certificate Program Adams County

Instructor: Amy Zoellner 3/13/04 - 5/11/04

Preschool Certificate Program Cumberland County

Fall 2004 - Spring 2005

Director Core Certificate Program Dauphin County

Instructors: Kelly Kring & Barb Willier 9/10/04-12/17/04

Home-Based Provider Certificate Program Perry County

Instructor: Beth Whitman-Pitzer 9/14/04-4/26/05

Home-Based Childcare Provider Certificate Program Cumberland County

Instructor: Beth Whitman-Pitzer 9/16/04-4/28/05

Director Core Certificate Program Dauphin County

Instructors: Kelly Kring & Barb Willier 9/16/04-12/16/04

Facilitating Emergent Literacy Certificate Program Cumberland County

Instructor: Jill Miller 9/21/04 - 11/9/04

Business Practices Mini Certificate Program Dauphin County

Instructor: Barb Willier & Sue Long 9/21/04 - 10/05/04

Infant/Toddler Certificate Program York County

Instructors: Linda Kern & Carolyn Griess 9/30/04-5/26/05

Preschool Certificate Program Dauphin County

Instructor: Molly Wilson 10/5/04-3/22/05

Preschool Certificate Program Dauphin County

Instructor: Molly Wilson & Sue Long 10/20/04-3/16/05

Infant/Toddler Certificate Program Cumberland County

Instructor: Sue Long 10/5/04-2/27/05

Inclusive Practice Certificate Program Cumberland County

Instructors: LaDonna Buffington & Jill Miller 10/13/04-3/2/05

Infant/Toddler Certificate Program Dauphin County

Instructor: Amy Zoellner 10/11/04-2/21/05

Director Certificate Program Juniata and Mifflin Counties

Instructor: Roxie Nestlerode Fall 04-Spring 05

Capital Area Early Childhood Training Institute

Workshops and Seminars *(continued)*

Mind in the Making Certificate Program

Dauphin & York County

Instructor: Linda Kern & Amy Zoellner 1/05-6/05

Hanen Parent Program Certificate Program

Cumberland County

Instructor: Jill Miller 2/15/05-3/26/05

Director Core Certificate Program Dauphin County

Instructors: Kelly Kring & Barb Willier 3/3/05-5/26/05

Director Core Certificate Program Dauphin County

Instructor: Kelly Kring & Barb Willier 3/3/05-5/26/05

Director Core Certificate Program Dauphin County

Instructor: Kelly Kring & Barb Willier 5/18/05-6/29/05

Observation Training Various Counties

Instructor: Amy Zoellner Fall 04/Spring 05

Credit Classes 2004 - 2005

EDUC 408: Program Administration, Penn State

Harrisburg Campus

Instructor: Kelly Kring 8/04 - 12/04

EDUC 497A: Inclusive Practices, Independent Study

Penn State Harrisburg Campus

Instructor: LaDonna Buffington 1/05 - 5/05

HDFS 229: Infant/Toddler, Dauphin County

Instructor: Sue Long 1/05 - 5/05

Workshop Trainings

September 2002

9/28 YAAEYC Conference: Infant/Toddler Environments—Linda Kern

9/28 YAAEYC Conference: Infant/Toddler Roundtable—Linda Kern

October 2002

10/14 Talking with Children—Barb Willier

January 2003

1/17 Director's Roundtable: Accreditation—Linda Kern

1/20 Building on DAP: Communication—Roxie Nestlerode

1/23 Brain Development and Sensory Experiences—Beth Whitman-Pitzer

1/25 CBK/PDR Training—Kathy Stennett

1/25 Conference: Alphabet Soup—It's Good for You—Roxie Nestlerode

February 2003

2/1 CBK/PDR Training—Kathy Stennett

2/15 Conference: How to Choose a Quality Child Care Program—Roxie Nestlerode

March 2003

3/7 Director's Roundtable: Creative Expressions—Amy Zoellner

3/20 Orientation Training—Kathy Stennett

3/22 CBK/PDR Training—Kathy Stennett

3/26 Creative Expressions—Amy Zoellner

3/28 CAAEYC Pre-Conference: Accreditation—Linda Kern

3/28 CBK/PDR Training—Kathy Stennett

3/29 CAAEYC Conference: ITERS—Molly Wilson

3/29 CAAEYC Conference: Healthy Snacks—Whitman Pitzer

3/29 CAAEYC Conference: Infant Curriculum—Roxie Nestlerode

3/29 CAAEYC Conference: SACERS—Barbara Carl

3/29 CAAEYC Conference: Creative Experiences—Amy Zoellner

3/29 CAAEYC Conference: Infant/Toddler Roundtable—Molly Wilson

3/31 CBK/PDR Training—Kathy Stennett

April 2003

4/1 CBK/PDR Training—Kathy Stennett

4/4 Adult Learning Principles—Kelly Kring

4/9 Exploring DAP—The Mariner's Star—Roxie Nestlerode

4/12 CSAEYC Conference: ABC's of Infant Curriculum—Roxie Nestlerode

4/24 Environment—Health & Safety—Willier

May 2003

5/8 CBK/PDR Training—Kathy Stennett

5/8 Conference: Responsive Caregiving for Infant/Toddlers—Roxie Nestlerode

5/8 Juniata Conference: Understanding Temperaments of I/T—Roxie Nestlerode

5/2 Adult Learning Principles—Kelly Kring and Roxie Nestlerode

June 2003

6/18 CBK/PDR Orientation Training—Kathy Stennett

August 2003

8/1 PA Pathways Orientation Training for Trainers -TOT—Kathy Stennett and Kelly Kring

8/4 DAP—Barb Willier

8/5 Supervision Training—Molly Wilson

8/11 Classroom Management—Molly Wilson

8/14 Brain Research Infant/Toddler Institute—Linda Kern

8/14 Infant/Toddler Institute—Roxie Nestlerode

8/14 Infant/Toddler Institute—Barbara Carl

8/22 Accreditation Update—Linda Kern

8/29 Supervision Training—Barb Willier

8/29 Creative Expressions—Amy Zoellner

8/29 Environment, Room Arrangement, Health, and Safety—Barb Willier

September 2003

9/10 PA Pathways Orientation Training for Trainers—Roxie Nestlerode

9/27 Difficult Toddler Behavior, YAAEYC Conference—Linda Kern

Capital Area Early Childhood Training Institute Workshops and Seminars *(continued)*

October 2003

- 10/02 CBK/PDR—Kathy Stennett
- 10/11 Understanding Behavior, Transitions and Lesson Planning—Molly Wilson
- 10/13 Creative Experiences—Amy Zoellner
- 10/13 NAEYC/DAP—Barb Willier and Molly Wilson
- 10/15 PA Pathways Orientation—Kathy Stennett
- 10/17 October Director Roundtable: Staff Turnover—Kelly Kring and Kathy Stennett
- 10/29 CBK/PDR—Linda Kern

November 2003

- 11/01 PA Pathways Orientation Training for Trainers—Roxie Nestlerode
- 11/11 Bellefonte YMCA In-Service Child Observation—Roxie Nestlerode
- 11/11 CBK/PDR—Kathy Stennett
- 11/12 Developing Program Policies—Roxie Nestlerode
- 11/19 Adult Learning Principles—Kelly Kring
- 11/19 Facility Training Plan—Linda Kern
- 11/20 CBK/PDR for Directors—Roxie Nestlerode
- 11/20 Developing a Child Care Facility Training Plan—Roxie Nestlerode
- 11/21 Making a Difference, Director's Roundtable—Kathy Stennett
- 11/21 Ready for School—Roxie Nestlerode
- 12/3 Responsive Caregiving—Barb Willier
- 12/17 Environment & Room Arrangement—Barb Willier

January 2004

- 01/14 Infant/Toddler Assessment—Barb Willier
- 01/24 Making the Most of Routines—EYLY Conference—Roxie Nestlerode
- 01/24 Learning Through Messes—EYLY Conference—Roxie Nestlerode

February 2004

- 02/2 Creative Expressions—Amy Zoellner
- 02/9 Creative Expressions—Amy Zoellner
- 02/13 Responsive Caregiving for a Quality Program—Barb Willier
- 02/16 Conducting a Quality Assessment of Your Program—Kelly Kring
- 02/16 DAP—Barb Willier
- 02/17 Building Blocks of Infant Curriculum – Part 1—Roxie Nestlerode
- 02/18 PA Pathways Orientation Training for Trainers—Kathy Stennett
- 02/19 CBK/PDR for Directors—Kathy Stennett

March 2004

- 03/2004-06/2004 Mentoring at OIC—Amy Zoellner
- 03/02 Building Blocks of Infant Curriculum – Part 2—Roxie Nestlerode
- 03/06 Making the Most of Routines—CAAAYC Conference—Roxie Nestlerode
- 03/06 Sign Language CAAEYC Conference—Amy Zoellner
- 03/06 Culture CAAEYC Conference—Barb Willier
- 03/06 Communicating with Parents CAAEYC Conference—Beth Whitman-Pitzer
- 03/10 Developing a Childcare Facility Training Plan—Roxie Nestlerode
- 03/10 CBK/PDR for Directors—Roxie Nestlerode
- 03/17 PA Pathways Orientation Training for Trainers—Roxie Nestlerode
- 03/23 CBK/PDR for Directors—Kathy Stennett
- 03/25 CBK/PDR—Kathy Stennett
- 03/30 CBK/PDR for Directors—Roxie Nestlerode
- 03/30 Developing a Childcare Facility Training Plan—Roxie Nestlerode

April 2004

- 04/03 Preparing Infants and Toddlers for Change—CSAEYC Conference—Roxie Nestlerode
- 04/03 Routines—Ruts or Paths—CSAEYC Conference—Roxie Nestlerode
- 04/06 Building Blocks of Toddler Curriculum – Part 1—Roxie Nestlerode
- 04/06 CBK/PDR—Linda Kern
- 04/08 CBK/PDR—Kathy Stennett
- 04/13 Building Blocks of Toddler Curriculum – Part 2—Roxie Nestlerode
- 04/14 CBK/PDR for Directors and Caregivers—Roxie Nestlerode
- 04/15 CBK/PDR for Directors—Kathy Stennett
- 04/24 Creative Activities for Toddlers HLC Conference—Amy Zoellner
- 04/24 Sign Language for Infants HLC Conference—Amy Zoellner
- 04/29 CBK/PDR for Directors—Roxie Nestlerode
- 04/29 PA Pathways Orientation Training for Trainers—Kathy Stennett

May 2004

- 05/01 PA Pathways Orientation Training for Trainers—Roxie Nestlerode
- 05/05 Building Blocks of Toddler Curriculum – Part 1—Roxie Nestlerode
- 05/05 CBK/PDR for Directors—Molly Wilson
- 05/05 The Child Who Wanders/Dabbles—Molly Wilson
- 05/06 Adult Learning Principals—Kelly Kring
- 05/06 Routines – Ruts or Paths- TIU/Juniata ECE/EI Conference—Roxie Nestlerode
- 05/11 Building Blocks of Toddler Curriculum – Part 2—Roxie Nestlerode
- 05/13 Developing a Child Care Facility Training Plan—Molly Wilson
- 05/19 The Child Who Appears Anxious/Aloof—Molly Wilson
- 05/19 Supervision Training—Barb Willier
- 05/20 CBK/PDR for Directors and Caregivers—Kathy Stennett
- 05/21 Facility Training Plan-TOT Training—Roxie Nestlerode
- 05/25 Understanding Temperamental Traits –Barb Willier
- 05/26 Infant-Toddler Mentor Model—Kelly Kring, Amy Zoellner, Molly Wilson, Barb Willier Linda Kern, Roxie Nestlerode

June 2004

- 06/01 CBK/PDR-Professional Development—Kathy Stennett
- 06/02 The Child Who is Ignored—Molly Wilson
- 06/03 Infant-Toddler Mentor Model—Kelly Kring and Barb Willier
- 06/07 Discovery CDC In-Service Child Observation—Roxie Nestlerode
- 06/08 Developing a Childcare Facility Training Plan—Roxie Nestlerode
- 06/08 Developing a Childcare Facility Training Plan—Amy Zoellner
- 06/09 Developing a Childcare Facility Training Plan—Molly Wilson
- 06/10 Developing a Childcare Facility Training Plan—Kelly Kring and Amy Zoellner
- 06/21 Supervision Training—Barb Willier
- 06/28 Infant-Toddler Mentor Model—Kelly Kring, Barb Willier, Molly Wilson
- 06/30 Planning Curriculum—Molly Wilson

August 2004

- 08/11 Supervision—Barb Willier
- 08/12 CBK/PDR for Directors—Kathy Stennett
- 08/24 PA Pathways Orientation for TQAS—Kathy Stennett
- 08/27 Child Development/Guidance/ Communication—Molly Wilson
- 08/27 ITERS Overview—Amy Zoellner
- 08/28 CBK/PDR for Directors—Kathy Stennett
- 08/30 ERS Overview—Amy Zoellner

September 2004

- 09/02 Child Observation—Lovett
- 09/03 Creative Experiences—Amy Zoellner
- 09/03 Parents and Communication/ABC's of DAP—Barb Willier
- 09/08 Dramatic Play—Molly Wilson
- 09/10 CBK/PDR for Directors—Kathy Stennett
- 09/11 Supervision—Molly Wilson
- 09/13 CBK/PDR for Directors—Maureen Murphy
- 09/15 Environment and Room Arrangement, Lancaster Daycare Center—Barb Willier
- 09/16 CBK/PDR—Molly Wilson
- 09/17 Directors Round Table: Keys to Professional Development—Kathy Stennett
- 09/18 Supervision—Molly Wilson
- 09/22 PA Pathways CBK/PDR Training for Directors—Roxie Nestlerode
- 09/27 Facility Training Plan—Michele Black
- 09/29-09/30/2004: Understanding Temperamental Traits and Guiding Children's Behavior, YWCA KOC—Barb Willier

October 2004

- 10/2004 Transitions—Sue Long
- 10/02 Orientation for Trainers—Roxie Nestlerode
- 10/09 Supervision—Molly Wilson
- 10/11 Managing Transitions—Sue Long
- 10/11 Supervision—Barb Willier
- 10/14 Keystone Stars Core Series Training "CBK/PDR Training for Directors"—R. Nestlerode

Capital Area Early Childhood Training Institute

Workshops and Seminars *(continued)*

- 10/19 PA Pathways Orientation for TQAS Training—Kathy Stennett
- 10/26 Keystone Stars Core Series Training “Developing a Childcare Facility Training Plan”—Roxie Nestlerode
- 10/27 Facility Training Plan—Amy Zoellner
- 10/28 SUMCD Group Mentoring Session—Roxie Nestlerode
- 10/28 Facility Training Plan—Amy Zoellner

November 2004

- 11/2004: Accreditation—Sue Long
- 11/01 SUMCD Group Mentoring Session—Roxie Nestlerode
- 11/03 SUMCD Group Mentoring Session—Roxie Nestlerode
- 11/04 FTP—Linda Kern
- 11/04 Parent Forum—Linda Kern
- 11/05 Adult Learning Principles—Kelly Kring
- 11/11 Overview of NAEYC Accreditation—Sue Long
- 11/11 Keystone STARS Core Series Training “CBK/PDR Follow Up”—Roxie Nestlerode
- 11/17 Supervision—Molly Wilson
- 11/22 Keystone STARS Core Series—Roxie Nestlerode
- 11/2004-12/2004: Infant/Toddler Mentoring—Jill Seigworth

December 2004

- 12/07 Supervision and Room Arrangement—Barb Willier
- 12/14 Supervision—Barb Willier
- 12/14 PA Pathways Orientation for TQAS—Kathy Stennett

January 2005

- 01/10 Supervision—Molly Wilson
- 01/17 Observation—Linda Kern
- 01/18 Positive Discipline—Linda Kern
- 01/20 Supervision—Molly Wilson
- 01/25 Supervision—Molly Wilson
- 01/26 Supervision—Molly Wilson
- 01/26 Supervision—Barb Willier

February 2005

- 02/01 CBK/PDR for Director’s—Molly Wilson
- 02/04 FTP Follow-Up—Amy Zoellner
- 02/15 Supervision—Barb Willier
- 02/18 What to do with the Mad that you Feel?—Sue Long
- 02/22 Understanding Temperamental Traits—Barb Willier

March 2005

- 03/02 CBK/PDR for Directors—Kathy Stennett
- 03/02 Director Core Certificate—Accounting, Budgeting, Finance Management—Nestlerode
- 03/02 Young Children’s Behavior Part 1—Jill Seigworth
- 03/04 Director’s Roundtable—Sue Long and Kathryn Hirsh-Pase
- 03/05 CAAEYC Conference: Language and Literacy—Amy Zoellner
- 03/09 Culture in the Classroom—Amy Zoellner
- 03/09 CBK/PDR for Directors—Kathy Stennett
- 03/09 Young Children’s Behavior Part 2—Jill Seigworth
- 03/10 CBK/PDR for Directors—Kathy Stennett
- 03/11 PDRs for Caregivers—Roxie Nestlerode
- 03/14 ITERS Overview—Amy Zoellner
- 03/16 Facility Training Plan—Linda Kern
- 03/16 Young Children’s Behavior Part 3—Jill Seigworth
- 03/16 DCC-Financial Planning—Roxie Nestlerode
- 03/23 Mad Feelings—Molly Wilson
- 03/24 CBK/PDR for Directors—Kathy Stennett
- 03/30 DCC-Marketing Concepts and Strategies—Roxie Nestlerode
- 03/30 Challenging Behaviors—Molly Wilson
- 03/31 Creative Expressions—Amy Zoellner
- 03/31 Positive Guidance—Sue Long

April 2005

- 04/01 Creative Expressions—Amy Zoellner
- 04/05 Facility Training Plan—Amy Zoellner
- 04/05 Managing Illness—Cheryl Frank

- 04/07 Facility Training Plan—Amy Zoellner
- 04/09 CBK/PDR for Home Based Providers—Molly Wilson
- 04/11 Sign Language—Amy Zoellner
- 04/12 What to do with the Mad that you Feel?—Sue Long
- 04/13 Facility Training Plan—Amy Zoellner
- 04/15 Plan for Successful Summer—School Age—Mary Jane Hostetter
- 04/18 CBK/PDR for Directors—Michele Black and Kathy Moir
- 04/20 PA Pathways Orientation—Kathy Stennett
- 04/25 Supervision—Sue Long
- 04/26 Challenging Behaviors—Sue Long
- 04/26 Group Mentoring—Beth Whitman-Pitzer
- 04/27 DCC—Environment and Room Arrangement—Barb Willier
- 04/28 Developing a Childcare FTP—Molly Wilson
- 04/28 Group Mentoring—Beth Whitman-Pitzer
- 04/29 Culture in the Classroom—Amy Zoellner
- 04/30 Hildebrandt Conference: Language and Literacy—Amy Zoellner
- 04/30 Impact of Culture on Social Emotional Development—Sue Long

May 2005

- 05/04 Adult Learning Principles—Kelly Kring
- 05/07 Family FTP—Linda Kern
- 05/09 What to do with the Mad that you Feel?—Sue Long
- 05/13 Challenging Behaviors—Sue Long
- 05/16 Challenging Behaviors—Sue Long
- 05/16 Facility Training Plan—Michele Black
- 05/18 What to do with the Mad that you Feel?—Molly Wilson
- 05/19 Business Practices: Budgeting and Financial Management - Part 1—Gilles
- 05/20 YWCA In-Service Day: Infant/Toddler Cognitive Development—Linda Kern
- 05/20 Human Resource Management, Legal Issues, and Risk Management—Barb Willier
- 05/20 DAP for Infants and Toddlers—Linda Kern
- 05/20 FTP Follow-Up Training—Amy Zoellner
- 05/23 Business Practices: Budgeting and Financial Management - Part 2—Gilles
- 05/24 Professionalism in Childcare Settings—Kelly Kring and Barb Willier
- 05/24 FTP Follow-Up Training—Amy Zoellner
- 05/25 Challenging Behaviors: Where Do We Begin?—Molly Wilson

June 2005

- 06/02 Budgeting and Financial Management—Barb Willier and Sue Long
- 06/02 What to do with the Mad that you Feel?—Molly Wilson
- 06/03 Challenging Behaviors: Where Do We Begin—Molly Wilson
- 06/13 What to do with the Mad that you Feel?—Sue Long
- 06/13 PDR Overview—Kathy Stennett
- 06/16 HR Management, Legal Issues and Risk Management—Barb Willier and Sue Long
- 06/18 FTP/CBK and PDR Follow-Up—Molly Wilson
- 06/21 Challenging Behaviors: Where Do We Begin?—Sue Long
- 06/23 Marketing Concepts and Strategies for the Childcare Provider—Zoellner and Willier

Special Project Trainings

Mentor Training:

Train the Trainers
Kelly Kring and Molly Wilson

February-June 2003:

Williamsport Quality Study,
Barb Carl, Kelly Kring, Roxie Nestlerode, Barb Willier, Amy Zoellner

March-April 2003:

United Way of Carlisle Early Childhood Program Quality Study
Barb Carl, Ali Smalstig, Barb Willier, Molly Wilson

Capital Area Health and Human Development Institute Faculty and Staff



Richard Fiene, Ph.D.
Director,
Capital Area Health and Human
Development Institute

Richard Fiene, a research psychologist, has spent his professional career conducting research on childcare quality and community-based research. His research at the national and state levels has centered on childcare licensing, early

childhood program accreditation and childcare /early childhood development training systems and their impact on childcare quality, in particular infant childcare.

Dr. Fiene also was the director of the Division of Licensing Systems & Research in the Office of Licensing and Regulatory Management, Pennsylvania Department of Public Welfare. Dr. Fiene has been a special assistant to the Deputy Secretary, Pennsylvania Office of Children, Youth and Families, co-chaired the Cross Systems Licensing Project in the Pennsylvania Departments of Public Welfare, Aging, and Health, and was the training director for the Childcare/Early Childhood Development Training System. Dr. Fiene is a member of the American Psychological Society, Society for Research in Child Development, and Fellow of the Pennsylvania Psychological Association.



Mark Greenberg, Ph.D.
Director,
Penn State Prevention Research Center
for the Promotion of Human
Development
Bennett Endowed Chair
in Prevention Research

Since 1981, Mark Greenberg has been examining the effectiveness of school-based curricula (the PATHS Curriculum) to improve the social, emotional, and cognitive competence of elementary-aged children. Since 1990, he has served as an investigator in Fast Track, a comprehensive program that aims to prevent violence and delinquency in families.

The Prevention Research Center aims to promote the well-being of children and youth and to reduce the prevalence of high risk behaviors and poor outcomes for children, families and communities. The Center has four primary goals; (1) conduct collaborative research to examine the effectiveness of innovative models of preventive intervention. (2) provide training on topics related to prevention research, (3) provide assistance to Pennsylvania communities on the development, implementation, and evaluation of prevention programs, and (4) provide policy-relevant information on best practices to federal, state and local governments.



Barbara Carl
Director,
Research and Evaluation,
Capital Area Health and
Human Development Institute
B.S., Applied Behavioral Science,
Penn State
M.A., Community Psychology,
Penn State University

Ph.D. Candidate, Administration and Leadership Studies,
Indiana University of Pennsylvania

Prior to her current position, Barbara Carl served as associate director of the Harrisburg Center for Healthy Child Development between 2002-2005. In this capacity, she was the project coordinator for the Quality Assessment in Early Childhood Project, responsible for training and maintaining staff reliability on the ECERS-R (Early Childhood Environmental Rating Scale-Revised) and FDCRS (Family Day Care Rating Scale) and the Arnett Caregiver Interaction Scale.

In addition to her current duties, Barbara is responsible for coordinating, conducting, and overseeing the process components of the REACH, HOPE and Safe Schools/Healthy Students projects in the Capital Area.

Barbara has a long history with Penn State, and extensive experience in project design, evaluation, and needs assessment.



Capital Area Health and Human Development Institute

Faculty and Staff *(continued)*



Kathy Stennett
Director,
Capital Area Early Childhood
Training Institute
B.A., Elementary Education,
Eastern College
M.Ed. Candidate, Training and
Development, Penn State

Kathy Stennett is the director of the Capital Area Early Childhood Training Institute. The Institute serves as the PA Pathways Service Delivery Area coordinator and Kathy works to support the process of collaboration among state childcare provider training organizations in an eight-county area.

Kathy has taught second grade in the public school system locally, as well as in the DODDS elementary schools in Germany. Upon returning to the Harrisburg area, she served as center director for a total of eight years and then began working as a day care consultant and staff trainer. Kathy has worked at Harrisburg Area Community College as the PA Pathways Childcare Training coordinator and as a part-time instructor for the Early Childhood Education Department.

In the area of professional organizations, Kathy has served on the Capital Area Association for the Education of Young Children (CAAEYC) board as president, past-president, committee chair for the Festival of Fantasy, co-chair of the Conference Committee and is currently co-chair of the Director's Roundtable and the CAAEYC Newsletter. Kathy was a 2002 CAAEYC Golden Apple Award recipient for her work in the early childhood field. She is also a NAEYC validator for childcare programs completing the accreditation process. In addition, Kathy serves on two early childhood education advisory boards, and is the co-chair of the Early Childhood Trainers' Network.



Celene Domitrovich
Assistant Director,
Penn State Prevention Research Center
Ph.D., Penn State

Celene has a particular interest in the prevention of conduct problems and interventions for preschool and elementary-age children. In collaboration with Head Start, she recently developed a preschool version of the Promoting Alternative Thinking Strategies curriculum. Preschool PATHS is a universal, teacher-taught intervention designed to improve the social and emotional competence of students. From 1999–2002, she was the co-PI of a University-Head Start grant that evaluated the program in a randomized clinical trial. The outcomes provide a preliminary evidence-base for the efficacy of Preschool PATHS. She is the project director of a Kellogg Foundation project evaluating preschool education in an urban PA district. Celene is the incoming president of the Early Career Prevention Network.



Meg Small
Research Associate,
Penn State Prevention Research Center
Ph.D., University of Maryland

Meg is a research scientist at the Prevention Research Center. Trained as an epidemiologist, prior to joining Penn State she worked for the Centers for Disease Control and Prevention and served as a liaison between the CDC and the U.S. Department of Education. Meg was responsible for directing the national evaluation of the Safe Schools/Healthy Students Initiative, a \$140 million multi-site prevention demonstration project. She served on the White House Council for Youth Violence Prevention/Research Dissemination Group. While at CDC, Meg directed the School Health Policies and Programs Study in the Division of Adolescent and School Health.

Capital Area Health and Human Development Institute Faculty and Staff *(continued)*



Cynthia L. Brubaker
Administrative Assistant,
Capital Area Health and Human
Development Institute

Prior to joining the Capital Area Health and Human Development Institute, Cynthia worked at Penn State Harrisburg in the School of Humanities as an administrative assistant and the Department of Anesthesiology at the Penn

State College of Medicine for 13 years as a database administrative coordinator.

Cynthia is pursuing her B.S. degree in Business Administration from Penn State.



Patti C. Daughenbaugh
Staff Assistant,
Capital Area Early Childhood Training
Institute

Previous to her employment with CAECTI, Patti worked for Electronic Data Systems (EDS) for fifteen years as an administrative secretary and customer service representative, where she handled AT&T business accounts.



Jennifer Glenn
Research Coordinator,
B.S., Public Policy, Penn State

Jennifer organizes the collection of assessments taking place throughout the Harrisburg School District for projects such as SS/HS and HOPE. She trains and coordinates essential personnel for each project. She serves as the liaison to school personnel, working with all

of the principals, teachers, and school staff. Jennifer maintains and oversees the project database as well. She also directs and manages a team of research assistants.

Jennifer also works with other projects within Dauphin County. She is a research assistant for the Dauphin Capacity Building Project.

Jennifer is responsible for all IRB work that comes through the Institute. She is also responsible for ensuring all quality control and security measures are in place.



Lisa J. Kalbaugh
Project/Research Assistant,
B.S. Candidate, Information Sciences
and Technology, Penn State

Lisa came to work at the Institute in July 2004, splitting her time between the Capital Area Early Childhood Training Institute and the Harrisburg Center for Healthy Child Development. Lisa's passion lies in integrating information

technologies into the office environment, and she was thrilled with the opportunity to manage the IT specifications of the merger of the two departments in the spring of 2005.

Prior to joining the Institute, Lisa was the M.I.S. coordinator at the South-Central Pennsylvania Health Care Quality Unit, formerly a department of the Penn State School of Nursing. Working by day and attending classes at night, Lisa has spent the past three years completing her degree in Information Sciences and Technology with a minor in Business Administration.



Linda Kern
Assistant Director,
Capital Area Early Childhood Training
Institute
B.S., Elementary Education,
York College
M.Ed., Teaching and Curriculum,
Penn State

Linda is a member of the leadership team for the South Central Regional Key. She teaches CDA and certificate programs and provides technical assistance and mentoring to childcare programs.

Linda spent ten years as the director of a childcare center. During that time her priority was to help her staff receive professional development to improve their skills and offer a high quality early childhood program for children and families. In February 2000 her center became the sixth NAEYC-accredited center in York County.

In August 2000, Linda accepted a position as CyberStart Program manager with Focus On Our Future, York County's Childcare Initiative. During that time in addition to the CyberStart program, she facilitated the Heads Up! Reading satellite literacy course for early childhood teachers as well as being active in the Professional Development Committee of Focus and coordinating the Accreditation Project. Linda has provided training and technical assistance on Developmentally Appropriate Practice, play, room arrangement, using computers with children, using blocks, and the NAEYC accreditation process. Linda has served as a NAEYC validator. She has also spent eight years on the board of directors of the local AEYC affiliate.

Capital Area Health and Human Development Institute

Faculty and Staff *(continued)*



Kelly Kring

**Instructor/Mentor,
A.A., Early Childhood Education,
Harrisburg Area Community College
B.S., Elementary Education,
Shippensburg University
M.Ed., Training & Development,
Penn State
D.Ed. Candidate, Adult Education,
Penn State**

Kelly works primarily with directors and assistant directors of childcare centers by offering classroom instruction and on-site mentoring.

Kelly has been involved in the early care and education field for over 15 years. She has been a caregiver, teacher, director, and administrator of centers in the Central Pennsylvania area since 1985. She was a college instructor for five years at Central Penn College in the childcare management division. She has owned her own training company and has administered and managed the expansion of the TEACH scholarship program in Pennsylvania.



Sue Long

**Instructor,
B.A., Physical Education & Minor
in Early Childhood, Messiah College
Pennsylvania State Teaching
Certification in Early Childhood
Education & Elementary Education,
Millersville University
M.Ed., Millersville University**

Sue Long is a trainer and mentor for the CAECTI. She is focusing on providing training and on-site mentoring for childcare providers who are interested in growing and learning as professionals.

Prior to coming to work for the Institute, Sue was the director of the Messiah College Early Learning Center for eight years where she also served as a classroom teacher and college instructor. During that time, Sue was instrumental in starting the campus childcare program and leading the Center through NAEYC Accreditation. Sue has over fourteen years of experience in the field of early childhood education teaching and directing as well as in providing training support to fellow teachers and professionals. She has been an active board member for the Capital Area AEYC for the past several years and is an advocate for teachers, parents, and young children.



Jennifer Lott

**Administrative Assistant,
B.S., Elementary Education,
California University of Pennsylvania**

Jennifer Lott is a stay-at-home mom who works part time for the Institute, primarily from her home office. Jennifer works mostly with registrations and the online calendar, as well as helping with other various projects.

Jennifer taught at the middle school level before moving to the early childhood level. Jennifer taught preschool for a year before becoming a director for Hildebrandt Learning Center and then the Goddard School.



Jill Miller

**Instructor/Mentor,
B.S., Speech & Hearing, Indiana
University of Pennsylvania
Master's Equivalency**

Jill works for the Institute as a language development specialist, mentoring families, and teachers in childcare settings.

Through her employment as a preschool speech and language therapist with the Capital Area Intermediate Unit, Jill has spent the majority of her professional career focused on early childhood development. Her work has focused on guiding parents and family members so they are able to help their children develop language and verbal communication skills. She has participated in preschool evaluations, organized and facilitated adult training programs, and consulted with early childhood professionals on a variety of topics related to child development.

Jill received extensive training in adult learning at the Hanen Centre, Toronto, Ontario, Canada in preparation for helping families and educators learn how to support child language development during everyday experiences and routines. She is dedicated to providing each person she mentors with the knowledge and support they will need to help children have meaningful interactions and learn to communicate to the best of their ability.

Capital Area Health and Human Development Institute Faculty and Staff *(continued)*



Roxie Nestlerode
Instructor/Mentor,
B.S., Early Childhood & Elementary
Education, Penn State
M.A., Human Development,
Pacific Oaks College

Roxie is the CAECTI Infant -Toddler Mentor for Centre County, mentoring infant and toddler caregivers in childcare centers and group daycare homes. Roxie has been a member of the Centre County childcare community since she completed her undergraduate work at Penn State.

Roxie has worked in childcare for the past twenty years in a variety of positions and with all ages of children, from infants to school-age children. She has been a childcare teacher; an assistant center director; a program coordinator for family daycare and group daycare homes; a program coordinator for school-age childcare; an enrollment and subsidy coordinator for a multi-site childcare agency; and a program administrator for a multi-site childcare agency, coordinating the agency's childcare program services.

Roxie has presented a variety of workshops at local, regional, and state conferences and seminars. She has co-facilitated a parent education class and taught a community education class for home-based childcare providers. She serves on various Early Childhood and Childcare advisory committees and task forces. She is a member of NAEYC and treasurer for Centre County AEYC.



Judith Nuss
Research Assistant,
B.S., Elementary Education,
Temple University
M.S., Community Psychology,
Penn State
Principal Certification, Penn State

Judy began as a child interviewer for the Harrisburg Preschool Project in 2002. With her solid interviewing skills, she progressed to being the Harrisburg Center for Healthy Child Development's qualitative data conductor. With her expert listening abilities, she conducts in-depth Key Leader interviews for the Harrisburg Preschool Project, HOPE and SS/HS. Additionally, she engages in school and community focus groups.

Judy is an experienced researcher, educator, administrator and mentor with extensive experience and success teaching children from preschool through elementary school in a variety of settings. She is passionate about school reform and has been instrumental in engaging school and community partners in the current change efforts.



Ali Smalstig
Research Coordinator,
B.A., Psychology,
West Chester University

Ali Smalstig serves as a research coordinator for the Harrisburg Center for Healthy Child Development, which now is housed under the Capital Area Health and Human Development Institute. She organizes and ensures the timely collection of the child assessments taking place throughout the Harrisburg School District for the early childhood project. She trains essential personnel on all of the child measures used on the project. She serves as the liaison to school personnel, working with all of the principals, teachers, and school staff. Ali maintains and oversees the project database as well. Ali also directs and manages a team of research assistants who work in the field.

Ali also serves as a research assistant for Capital Area Early Childhood Training Institute. Ali has assisted in many of the Institute's projects over the past two years. She was part of the Early Childhood Quality Study during the summer of 2002. Ali conducted FDCRS and ECERS observations and trainings to daycare providers.



Beth Whitman-Pitzer
Instructor/Mentor,
B.S., Home Economics Education,
Indiana University of PA
Certified Nursery & Kindergarten
Teacher
M.Ed., Extension Education, Penn State

Beth works with home-based providers. In the year 2002-2003 she offered 10 two-hour training sessions and mentoring in collaboration with the United Way of Carlisle. Training topics are offered in many areas of childcare and managing a home-based childcare business.

Beth has taught Family and Consumer Sciences to middle and high school students. She has experience training adults both as an extension educator and as a consultant. She has offered numerous trainings to home-based, center-based, and SACC (School Age Childcare) providers.

Beth has provided childhood nutrition education trainings to parents and childcare providers over the past seventeen years. She has presented a variety of workshops at local and regional conferences and seminars. She loves to learn and enjoys partnering with providers with the goal of providing quality childcare for children.

Capital Area Health and Human Development Institute Faculty and Staff *(continued)*



Barbara J. Willier
Instructor/Mentor,
B.S., Early Childhood and Elementary
Education, Penn State

Barb provided data collection for many research projects in the year 2002-2003. Barb was project coordinator for the PACE (Parenting Our Children to Excellence) project in the Harrisburg area. Throughout the year-long project, eight weekly two-hour sessions were offered to parents at fourteen local daycare centers.

Barb has been involved in the childcare field for 16 years, with 10 years teaching experience, 6 of those spent as an assistant director. She has 5 years experience as a director, and in March 2000, her program earned NAEYC accreditation. Barb has provided trainings and mentoring to staff on a variety of topics related to early care and education. She is focused on helping staff recognize the importance of quality care and guiding them through the necessary steps to achieve that goal.



Molly Wilson
Instructor/Mentor,
B.S., Early Childhood Education,
James Madison University

Molly is the training coordinator for the CAECTI at Penn State. At the Institute, she is responsible for coordinating and implementing training opportunities for parents and childcare providers offered by the Institute. She also facilitates the Institute's collaboration with other agencies that provide training in the infant and toddler areas.

Molly has spent the majority of her professional career focused on early care and education, as well as adult training. She has experience working with young children as a classroom teacher, a resource teacher in small group and one-on-one settings, and a child development program assistant within the military child development system. Molly has had experience in the adult training arena, both as an instructional technologist for a federal contract training agency and as a training and curriculum specialist for military center-based and family childcare programs.

In working with childcare providers, Molly has presented training on a wide variety of topics ranging from health and safety to developmentally appropriate care. She has implemented several training programs with both center-based and family childcare providers. In preparing for NAEYC accreditation, Molly focused on infant and toddler programs within the center facility to ensure high-quality, nurturing care.



Amy Zoellner
Instructor/Mentor,
A.A., Early Childhood Education,
Harrisburg Area Community College
B.S., Applied Behavioral Science,
Penn State
M.A., Community Psychology
and Social Change, Penn State

Focusing on infant and toddler caregivers, Amy trains and mentors childcare providers and strives to help them improve the overall quality of care they are offering to the children in their classroom. Amy is dedicated to educating caregivers about the importance of developmentally appropriate practice and curriculum especially in the area of creative arts. Amy's work as both a toddler teacher and a preschool teacher has given her the drive and desires to improve the lives of young children by assuring that they all receive a quality early education.

Susan Aspinall
Research Assistant,
REACH Project

Susan is a retired teacher with 29 years of service in the Harrisburg School District. Most of those years were spent in early childhood education. Susan has spent the past three years as a child interviewer with the Harrisburg Center for Healthy Child Development.

Substituting for the REACH program continues her interest in the growth of young children.

Susan strongly believes the results of the compiled interviews will give educators the needed evidence for an enlarged program in early childhood education, providing a more stable background for their later years.

Capital Area Health and Human Development Institute Faculty and Staff *(continued)*

Richard Puddy

**Postdoctoral Fellow,
Penn State Prevention Research Center
Ph.D., University of Kansas**

Rich worked as a Child and Adolescent Service System Program (CASSP) coordinator in Pennsylvania before pursuing his doctoral studies at the University of Kansas. While in Kansas, he served as a member of the KU Workgroup on Health Promotion and Human Development and earned Master's degrees in both Clinical Child Psychology and Public Health. He completed a pre-doctoral internship in clinical psychology at the Florida Mental Health Institute at the University of South Florida. He also served as a member of the USF Collaborative for Children, Families, and Communities and the Center for Resilience and Protective Factors while at USF. Rich completed a post-doctoral fellowship at the Penn State Prevention Research Center for the Promotion of Human Development where he worked on the PROSPER, Communities That Care, and Co-Parenting projects. Research interests include risk and protective factors, policy and systems development, macro approaches to health promotion and prevention science, school-based mental health services, service coordination, foster care, and ethics. Clinical interests include severe problems affecting children, youth, and families, disruptive behavior disorders, trauma, behavioral interventions, application of empirically supported interventions, cognitive-behavioral strategies, and directed play therapy.

Jennifer Zajac

**Evaluation Manager,
University of Pittsburgh**

Jennifer is an evaluation manager at the University of Pittsburgh Office of Child Development and comes to the Capitol Area Health and Human Development through the Universities Children's Policy Collaborative (UCPC) in which researchers from Pitt, Penn State, and Temple collaborate to provide research for Pennsylvania's children, youth and families. Jennifer is currently working on evaluation projects in several different areas, including an intervention for female juvenile offenders, police officer training to better improve their relations with children, and a childcare quality improvement initiative.

La Donna Buffington

**Instructor,
B.S., Elementary Education, Shippensburg State College
M.S., Early Childhood Education, Bloomsburg University**

Jennifer Albright

Research Assistant, REACH Project

Sue Williams

Research Assistant, REACH Project

INTERNS



Kristen DiAntonio



Dawn Backowski



Kim Christoph



Kimberly Cohick

Program Materials and Publications

Mentoring

Parent Mentoring Manual

http://caecti.org/for_providers/manuals/parent_mentoring_manual.pdf

Introduction to Mentoring Manual

http://caecti.org/for_providers/ment_intro.htm

Infant-Toddler Mentoring Program Manual

http://caecti.org/for_providers/manuals/infant_todler_mentoring_manual.pdf

Director Mentoring Program Manual

http://caecti.org/for_providers/manuals/direct_mentoring_manual.pdf

Keystone STARS Technical Assistance

Keystone STARS Web site

<http://caecti.org/aboutus/starsta.htm>

Certificate Programs

Early Childhood Education Certificate Programs (ECECP)

Preschool Caregiver Certificate Program, Level 1, Part 2, YWCA Spring 2005

Preschool Caregiver Certificate Program, Level 1, Part 2 - Harrisburg, Spring 2005

Challenging Behaviors: Where do we begin? In Perry, Lancaster, Franklin, Cumberland, Dauphin, and York Counties, Spring 2005

The Basics of Observing, Spring 2005

Childcare Center Director Certificate Program (CCDCP)

PA Director Core Certificate Non-Credit Course, Fridays, Spring 2005

PA Director Core Certificate Non-Credit Course, Thursdays, Spring 2005

Infant -Toddler Caregiver Certificate Program (ITCCP)

Infant-Toddler Caregiver Certificate Program, York, Spring 2004, 2005

Center-Based Childcare Provider Certificate Program (CBCCPCP)

Childcare Center Accreditation Certificate Program (CCCACP)

Home-Based Childcare Provider Certificate Program (HBCCPCP)

Home-Based Childcare Provider Non-Credit Certificate Course, Cumberland County, Spring 2005

Home-Based Childcare Provider Non-Credit Certificate Course, Perry County, Spring 2005



Publications

Research Reports

The Effectiveness of An Infant Caregiver Mentoring Program: Multi-Dimensional Interventions Utilizing Random Clinical Trials
Richard Fiene

Comparison of Head Start and Childcare Facilities in Pennsylvania
Rebecca Sanford DeRouse & Richard Fiene

Family and Group Childcare Homes: Factors Underlying Quality of Care—PA 2002
Martha Bergsten & Richard Fiene

Governor's Task Force on Early Childhood Care and Education - Quality Study

A Parent's Guide to Choosing Safe and Healthy Childcare

Searching for a Solution to the Childcare Trilemma
Richard Fiene, Ph.D.

The Effectiveness of an Infant Mentoring Project
Richard Fiene, Ph.D.

The State of Infant Childcare Quality in Pennsylvania
Richard Fiene, Ph.D.

Some Concerns about Infant Childcare in Pennsylvania
Richard Fiene, Ph.D.

National Resource Center for Health and Safety in Childcare: Key Indicator Research Brief
Richard Fiene, Ph.D.

Effectiveness of Internet Training for Childcare Providers
James Johnson, Richard Fiene, Jane Keat, Harriet Darling, Donald Pratt, Joyce Iutcovich

Documenting Children's Progress in Head Start and Day Care*
Richard Fiene, Ph.D.

Childcare Quality: Does It Matter and Does It Need to be Improved?
Deborah Lowe Vandell, Barbara Wolfe

The Effectiveness of an Infant Mentoring Project—Preliminary Findings
Richard Fiene, Ph.D.

Investing in Our Children's Future
Joyce Iutcovich, Richard Fiene, Ross Koppel, Jim Johnson, Fran Langan

National Association for Regulatory Administration Licensing Curriculum Chapter Measurement in Licensing and Regulatory Administration
Richard Fiene, Ph.D., Karen E. Kroh

The Relationship of Accreditation and Licensing Standards, Training, and Child Development Outcomes
Richard Fiene, Ph.D.

Stepping Stones to Using Caring for our Children: National Health and Safety Performance Standards Guidelines for Out-of-Home Childcare Programs

Licensing Related Indicators of Quality Childcare
Richard Fiene, Ph.D.

How On-Site Mentoring Improves the Quality of Infant and Toddler Childcare Providers
Richard Fiene, Ph.D.

Program Reports

Carlisle Report 6/12/03
Barbara Carl & Richard Fiene

Lycoming County Early Childhood Quality Research Project
Barbara Carl & Richard Fiene

Hanen Parent Mentoring

Lycoming Clinton Head Start Family Childcare Mentoring Evaluation June 2002
Richard Fiene, Ph.D., Amy Zoellner, Barbara Carl, Kim Dile

Annual Reports

ECTI Annual Report 2003-2004
Kathy Stennett & Richard Fiene

ECTI Annual Report 2002-2003
Kathy Stennett & Richard Fiene

CAECTI The Pennsylvania State University 2000-2002 Report
Richard Fiene, Ph.D.

Proposals

A Proposal for an Early Childhood Training Institute for the Capital Area Region
Mark Greenberg, Ph.D., Alison Rosen, M.A., Jo Pepper, M.A., Richard Fiene, Ph.D.





Information

For additional information about the Capital Area Health and Human Development Institute, the Early Childhood Training Institute or the mentoring programs, please contact:

Richard Fiene, Ph.D., Director

Capital Area Health & Human Development Institute
The Pennsylvania State University
2001 North Front Street, Building 2, Suite 221
Harrisburg, PA 17102

Phone: (717) 233-5276

E-mail: rjf8@psu.edu

Web Page: <http://www.hhdev.psu.edu/cahhdi/>
or <http://caecti.org>

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