

children's  
institute

STRENGTHENING SOCIAL AND  
EMOTIONAL HEALTH

274 N. Goodman Street, Suite D103  
Rochester, New York 14607

2014-2015 Annual Report

See the



A PUBLICATION OF CHILDREN'S INSTITUTE, INC. • (585) 295-1000 (phone) • (877) 888-7647 (toll free)

[www.childrens institute.net](http://www.childrens institute.net)

*Children's Institute is affiliated with the University of Rochester*

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*Children's Institute (EIN: 23-7102632) is a 501(c) (3) non-profit organization*



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children's  
institute

STRENGTHENING SOCIAL AND  
EMOTIONAL HEALTH

“ It is time to focus on the real basics—working  
with the whole child, including both academics  
and social-emotional health.

A. Dirk Hightower  
Executive Director, Children's Institute

**S**tories highlighting the importance of social and emotional learning—the ongoing process through which people enhance their ability to integrate their thoughts, emotions, and behaviors in order to achieve success in life—are becoming more commonplace in the professional journals and mainstream media, from the *American Journal of Public Health\** to *USA Today*. Research indicates that children with pro-social behaviors like sharing, helping others, and showing empathy were more likely to graduate high school on time, complete a college degree, and obtain stable, full-time employment as young adults. They were also less likely to receive public assistance as adults or have a criminal record.

As champions of children’s well-being for almost 60 years, we know that social and emotional learning has the power to change an entire school as well. When educators actively include social and emotional learning in their school environments, they see a reduction in school discipline problems and a higher level of teaching and work satisfaction for staff. The staff also enjoys shared language, concepts, and problem solving strategies that benefit children.

This year, continued collaboration with area leaders helped Children’s Institute to keep social and emotional learning in the forefront of important community initiatives.

Children’s Institute is one of the 50 organizations collaborating on ROC the Future, a community-wide initiative to support children, from cradle to career. Working with ABVI, Monroe Community College, Rochester Area Community Foundation, Rochester Hearing and Speech, St. John Fisher College, The Children’s Agenda, and United Way of Greater Rochester, we developed GROW-Rochester, a more comprehensive screening of three-year-olds to identify challenges in hearing, vision, dental, language and speech, cognitive, and social-emotional development. Funding from the City of Rochester, Greater Rochester Health Foundation, and United Way of Greater Rochester, among others, will bring this initiative to life. We also partnered with the Rochester City School District to target 13 schools to reduce chronic absenteeism by 10.7%.

To help reduce poverty by 50% by 2030, United Way of Greater Rochester convened the Rochester-Monroe Anti-Poverty Initiative and invited Children’s Institute to collaborate. The goal is to design a comprehensive, integrated system of social supports for children and families to ensure that economic mobility is a reality for all in our community. With an extensive list of needs to cover—jobs, education and skills training, housing, transportation, child care, safe neighborhoods, judicial, health, and nutrition—there is much work to do.

\*Damon E. Jones, Mark Greenberg, and Max Crowley. Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness. American Journal of Public Health: November 2015, Vol. 105, No. 11, pp. 2283-2290.

**“As champions of children’s well-being for almost 60 years, we know that improving the focus on social and emotional learning has the power to change the entire school as well.”**

We are fortunate to be part of a community that values the importance of social and emotional learning and strives to make it an integral part of the thoughtful initiatives to improve the lives of children and families here.

This year our efforts have had a positive impact on 118,107 children, an increase of more than 45,000 children from 2013–2014. Within this total, our in-depth focus areas directly influenced the social and emotional health of more than 23,000 children. This accomplishment brings us closer to our vision, which is to make a difference in the lives of one million children and their families by 2020. Clearly, we are on our way!

It is with deep gratitude that we thank you for believing in and supporting our work this past year. As you read this annual report, we hope that you see the difference that your support and generosity has made possible in the lives of children and their families, and in our community.



**Donna DePeters**  
Board Chair



**A. Dirk Hightower**  
Executive Director

... Collaborating with others to understand the **difference** strong social skills can make in the lives of children



# Evaluation makes a difference



“Primary Project is helping us to prevent absenteeism from becoming a chronic pattern.”

Ruth Turner  
Director of School Counseling and Social Work,  
Rochester City School District School #34

## Making school the place children want to be every day

**S**tudent attendance is a priority at the Rochester City School District. Leaders in the district know that in order for students to learn, they have to be connected to their school environment. **Primary Project**, an evidence-based flagship program of Children’s Institute, uses child-led play to help children in pre-k through 3<sup>rd</sup> grade adjust to school, gain confidence, improve social skills, and focus on learning.

“We cannot improve student outcomes in the district if students are not in school,” said Ruth Turner, director of school counseling and social work at the Rochester City School District. “A student’s participation in Primary Project and its positive impact on the student’s attendance validates the value of Primary Project in helping us to prevent absenteeism from becoming a chronic pattern.”

Over the past four years, attendance of children enrolled in Primary Project demonstrated significant improvement. The overall daily attendance rate averaged 91% for these children, compared with 88% the year before they were in Primary Project.

Encouraged by the results, Children’s Institute and the Rochester City School District will continue to investigate the effects of Primary Project on children who are frequently absent from school.



### Coping Power®

This year Children’s Institute supported the Rochester City School District on the sustainability and expansion of Coping Power in five schools. Coping Power is a preventive intervention for 4<sup>th</sup>–6<sup>th</sup> grade children, based on observation or experience of risk factors for substance use and delinquency, that addresses social competence, self-regulation, and positive parental involvement.

The District is just one of the community partners that value the independent and objective way in which Children’s Institute collects and reports data to inform community, school, and program decisions that support positive child outcomes. Stakeholders in Rochester will benefit from this exchange of information with each other, as well as with other communities, thereby promoting our work locally and nationally.

### RECAP

RECAP is a community-wide assessment partnership that utilizes expert assessment and evaluation by Children’s Institute to inform policies, develop sound practices, promote positive child outcomes, and improve program quality in our early childhood and educational community.

Last year, RECAP impacted over 2,600 Rochester children through the Rochester City School District’s use of RECAP data within its programming, instruction, and professional development efforts. The District also approved RECAP funding for the 2015–2016 academic year.

Outside of Rochester, schools in Chemung, Herkimer, and Oneida counties joined RECAP, which enabled Children’s Institute to assess approximately 1,900 additional children.

## Predicting student success without a crystal ball

**I**s it possible to look into the future and predict whether a kindergartener will graduate from high school? Children's Institute has found a way to do just that, and strong social and emotional skills are one of the main signs that point the way.



A suburban school district in Upstate New York provided Children's Institute with 10 years of student data for its current 10<sup>th</sup> graders, as well as the district's criteria for success. By combining the 10 years of information with advanced computing techniques made possible by an **Impact Grant from IBM**, we determined that social-emotional indicators were strongly predictive of academic outcome.

Knowing where children are headed early on because of the social and emotional indicators that appear as soon as pre-k, gives the district the opportunity to provide students with additional support to strengthen their skills, which can make all the difference in their success. Being able to predict with confidence what will happen next means that districts can make smarter decisions, solve problems early on, and support better student outcomes.

"We believe that this approach could be very valuable for other academic venues, potentially allowing early identification and remediation opportunities for academically at-risk students," said Guillermo Montes, director of research and evaluation at Children's Institute.

The school district, which has a longstanding relationship with Children's Institute and utilizes many of its programs, including Primary Project, will explore ways to support its students through the use of predictive analytics.

## Community collaboration makes a difference



“Helping children sort out their feelings and find appropriate ways to cope lends to a manageable classroom.”

Ida Perez  
Director of Children, Youth, and Emergency Services,  
Ibero American Action League

## Creating healthy environments for preschoolers

**C**hildren making positive choices, appropriately expressing how they feel, and effectively managing their emotions; these are the signs of a healthy learning environment. This year, Children's Institute worked with three early childhood centers in the City of Rochester to create such environments by providing them with **Social and Emotional Learning Consultation**, funded by the United Way of Greater Rochester.

Using the PATHS<sup>®</sup> curriculum, an evidence-based program that promotes emotional and social competencies and reduces aggression and behavior problems, Children's Institute helped classroom teachers learn and integrate effective strategies to support the social-emotional health of the 260 children in their care.

"Without the behavioral health consultant, I'm not sure how we would have dealt with many of the children who come to us, as well as their parents and their teachers. Having a reliable expert to help the children sort out their feelings and find appropriate ways to cope with those feelings leads to a manageable classroom. The strategies provided to the teachers and parents help them understand and meet the children where they are, opening each child's opportunities to socialize, learn, play, and grow," said Ida Perez, director of children, youth, and emergency services at Ibero American Action League in Rochester.

Last year, 32 of the children required individualized behavioral health consultation services, provided by Children's Institute.

The Daisy Marquis Jones Foundation and Rochester Area Community Foundation will provide additional funding for behavioral health consultation in early childhood centers for the 2015–2016 school year.

## Screening children early for developmental challenges

**R**OC the Future strives to strengthen the cradle-to-career pipeline in the Rochester area, and Children's Institute has been involved in many of its committees from the beginning.

Active in the School Readiness Network, Children's Institute is at the forefront of developing **GROW-Rochester**, a comprehensive initiative that integrates screenings for three-year-olds to identify needs in hearing, vision, dental, language and speech, cognitive, and social-emotional development.

ROC the Future helped to secure \$786,000 in funds for GROW-Rochester, set to launch in the fall of 2015. Over the next three years, the screenings will impact approximately 400, 800, and 1,200 children respectively and will support those who work with them by coordinating efforts to identify needs and connect families to services. With additional funding on the way, GROW-Rochester will be able to reach even more children.

To prepare, Children's Institute with its partners addressed the many protocols and logistics needed for success. This included reaching out to community health care providers and other resources to explore ways to help with the recruitment of early childhood programs and family child care providers, developing training for screeners, and importing instrument-scoring rubrics into COMET.

Major funders for GROW-Rochester include Rochester's Child, a fund through the Rochester Area Community Foundation, as well as the City of Rochester, Greater Rochester Health Foundation, New York State, and United Way of Greater Rochester.

Intrigued by the possibilities of GROW-Rochester, the United States Department of Health and Human Services continues to monitor this project as a model for possible implementation nationally.



### Closing the achievement gap for low-income students

Is it possible to close the achievement gap for local low-income students by providing effective, tuition-free, evidence-based, summer learning and enrichment programs? Evaluation of **summerLEAP** (Summer Learning Enrichment to Achieve Potential) by Children's Institute will help find answers.

SummerLEAP receives support from the Greater Rochester Summer Learning Association (GRSLA), a regional consortium of eight educational institutions including Harley School, University of Rochester, EnCompass Resources for Learning, Nazareth College, Monroe Com-

munity College, SUNY Geneseo, Allendale Columbia School, and SUNY Brockport. According to Conger Gable, CEO of GRSLA, "summer learning is a missing link that can bridge the gap between pre-k and reading by 3<sup>rd</sup> grade."

Results from a 2014 pilot program for 48 incoming kindergarteners that participated in the 30-day program showed increases in students' initiative and social capabilities, language and literacy skills, motor abilities, and mathematics and science skills. A more extensive program, serving 150 incoming kindergarten students, is planned for the summer of 2015, and will be independently evaluated by Children's Institute.

## Reducing obesity in children

**T**he combined percentage of children who are either overweight or obese in the City of Rochester, NY is 38%; 21% are obese.\* The Greater Rochester Health Foundation chose Children's Institute to be its lead evaluation partner on the **Childhood Healthy Weight Initiative**, a multi-year project to reduce the incidence of obesity in elementary school students in nine Rochester schools. The Foundation hopes to glean valuable information as to the effectiveness of various aspects of locally designed and implemented obesity prevention efforts.

"Poor nutrition, lack of physical activity, and obesity affects children's cardiovascular health, muscles and bones, lung functioning, and hormones that manage blood sugar levels and puberty. It also carries long-term social and emotional consequences," said Dr. Stephen Cook from Golisano Children's Hospital. "There is also a direct link between obesity in childhood to also having obesity as an adult, which leads to more serious health issues earlier in life."

Using various measures to collect feedback from principals, teachers, cafeteria staff, students, and parents, Children's Institute's preliminary findings for the 2014–2015 school year—the second year of the Initiative—support a pattern of continued growth in program awareness and implementation in the participating schools and at home. Highlights include:

- Teachers reported that students participated in 19.3 minutes of recess per day, very close to the 20 minutes of physically active recess per day specified in the Rochester City School District Wellness Policy. Students participated in Action Based Learning, Math in Movement, and other curriculum-linked programs for an average of 7 minutes per day. Students had an overall average of 23 minutes per day of out-of-school time activity.

\*Dr. Stephen Cook, personal communication, November 2015.

“There is a direct link between obesity in childhood to also having obesity as an adult.”

Dr. Stephen Cook  
Golisano Children's Hospital

- Schools removed vending machines from cafeterias and installed salad bars and ways for students to have access to water that meet health and safety standards, thanks to advocacy activities by Healthi Kids.
- 3<sup>rd</sup>–6<sup>th</sup> grade students self-reported that they are eating less fried foods, fries, soda, and other sweetened beverages; candy and desserts; as well as spending less time in front of a computer or TV screen.

Next year this evaluation will assist the Greater Rochester Health Foundation in determining what programs are viable and effective.

### Assessing the effectiveness of after school programs

Youth and after-school program assessments support quality improvement initiatives that promote children's development and social-emotional health. As a lead agency in the **Greater Rochester After-School Alliance (GRASA)**, funded by the Rochester Area Community Foundation, Children's Institute completed another year of the multi-year evaluation to measure program quality.

After trained observers completed the program observation process throughout the City of Rochester, Children's Institute shared the data with coaches and program staff for support and quality improvement plans.

In addition, Children's Institute planned and implemented the Devereux Student Strengths Assessment (DESSA mini) to screen approximately 600 youth for potential social-emotional risk.

# You make a difference

## Donors 2014-2015

Children's Institute is grateful for the generous support of foundations, corporations, and individuals as we address issues that impact the lives of young children in our community and beyond. Thank you for your commitment to Children's Institute as we work towards achieving our vision to positively impact the social and emotional health of one million children by 2020.

### Champions \$5,000 and up

- ★ Ronald H. Fielding
- ★ Richard and Vicki Schwartz
- ★ Bob and Jan Silver

### Believers \$1,000 and up

- Anonymous
- Harry and Nancy Beilfuss
- ◆ Nancy and Joe Briggs
- ★ Ann Pinnella Brown
- ◆ John and Donna DePeters
- ★ Richard Finkelstein and Meredith Fox
- ★ Richard and Malinda Fischer
- ★ Carol Rice Gravetter
- ★ Eleonore and John Herman

- ★ Linda and A. Dirk Hightower
- ★ Leo and Charlotte Landhuis
- ★ Jim and Kathleen Leo
- ★ Jim and Jane Littwitz
- ★ Barbara Purvis
- ◆ Geoffrey and Janet Rosenberger
- Suzanne and Ted Spall
- ★ Connie Valk

### Supporters \$500 and up

- Anonymous
- ◆ Welda Bader
- ★ Ted and Peggy Boucher
- ★ The Honorable Bert A. Bunyon
- ◆ Jill M. Cicero and Paul D. MacAulay
- Dianne Cooney Miner

◆ FIVE OR MORE YEARS OF GIVING

“I have a stake in the future of children. Before I became a Children's Institute staff member, I worked in the Rochester City Schools where I was the recipient of Children's Institute's services. I've seen the good work that the organization accomplishes from the outside in as well as inside out. With a Designated Endowment Fund, I am able to leave a lasting legacy that will help Children's Institute accomplish its mission for generations to come.”

Connie Valk—Retired from Children's Institute in 2012 where she developed Pathways: National Early Education and Care Accreditation

- Dennis DeLeo
- Friend
- Cindy and Vince Harper
- ◆ Donald and Susan Kitchen
- Doug and Linda Mabon
- ◆ Kripal Mehta
- Dorothy Morelli
- ◆ Dr. and Mrs. Carl H. Reynolds
- Tom and Tammy Rogers
- Steven Russell and Phyllis Rifkin-Russell
- ★ Jonathan Trost
- Kimberly Valentine
- Gretchen Voss

### Friends

- Anonymous
- ◆ Dennis and Barbara Asselin
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- ◆ Kimberly Avery
- ◆ Rachel Robb Avery, Ph.D.
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- ◆ Jim and Kay Benjamin
- ★ Rusti and Jerry Berent
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- ★ Sally and David Broadbent
- ◆ Priscilla and Rob Brown
- ◆ James and Carmen Brush
- ◆ Nancy Brush and John Parker
- Lucille Burrill
- Fernán Cepero
- Elizabeth and Spencer Cook
- ★ Nancy E. Cook
- ★ Walter Cooper, Ph.D.
- Sally Crosiar
- Michael and Jacquelin Delaus
- Chris and Mary Ann DeMario
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- ◆ Sharon A. Dickman
- ◆ Richard M. Doyle
- Charles Drew
- ★ Dr. Eric M. Dreyfuss
- ◆ Marsha Dumka
- Helen Elam
- Charles and Naomi Erdmann
- ◆ Mr. and Dr. Oliver and Gail Ferguson
- ◆ Stephen Fielding, Ph.D.

- ★ John and Suzanne Fitzgerald
- ◆ Jonathan D. Foster
- Marion Fox
- Teale and Gregory Fox
- Bob and Patricia Garrow
- ◆ Julia Garver and Joseph Ruh
- Kenneth Goode
- ★ Susan Phillips Gorin
- Richard and Marilyn Hare
- Tessa Harris and Kristina Kemm
- Terry and Eileen Hartmann
- David and Cheddy Harvey
- ◆ Donna and John Hawkes
- Kevin Hedberg
- Mr. and Mrs. Arthur Hirst
- David and Michele Horan
- Rebecca Horwitz
- Gloria Howard
- ◆ Robert Hursh
- ◆ Dr. and Mrs. Frederick Jefferson
- ★ Deborah Johnson
- ★ David and Patsy Johnson
- ★ Lillian Johnson
- The Shipley-Kaczorowski Family
- ★ Nancy Kaplan
- ◆ Jeff and Teri Kenyon
- ◆ Dr. Howard Kirschenbaum and Mary Rapp
- ◆ Richard E. Kreipe
- ◆ Diane and Bob Larter
- ★ June Lee
- ★ L. Janet Lee
- ◆ Ellen Leopold and Howard Beckman
- ◆ Dr. James Lewis III
- Brett Lindenmuth
- ★ Pierre and Dorothy Loncle
- ◆ Dr. and Mrs. Norman Loomis
- Dion Lopes
- Valerie Loyet

- Dr. Jeanne Loysen
- Richard Lunt
- ★ Andrew MacGowan, III
- ◆ Mary Maiolo
- Sarah Marques
- ◆ Massie Family Fund
- ◆ John and Jacqueline Mayne
- Debra McCann
- ★ Michael and Jennifer McDougall
- Douglas and Paula Miller
- Mary and Emmett Miller
- Zachary Miller
- Gerrie Mitchell
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- Peter Mohr
- Bob Brennan and Libby Moore
- Margaret Morris
- Nannette Nocon and Karl Wessendorf
- Craig Orłowski and Lynn Garfunkel
- Luis Perez
- ◆ Larry Perkins
- Cheryl Perry
- David Pieramico
- Sarah Goldstein Post
- ◆ Stephen Pulos
- William and Barbara Pulsifer
- ◆ Chris Ranalletta and Family
- Mary Louise and Warren Riter
- ★ R. Danforth Ross
- ◆ Linda E. Rubens
- Shelley Sanyshyn
- Konrad Sauer
- ◆ Richard Schaeffer
- Carol Schlank
- Cory Schneider
- ★ Honorable Anthony J. Sciolino
- ★ Mr. and Mrs. Willard Sklar
- Harve Solomon
- Joseph and Linda Spinosa

◆ FIVE OR MORE YEARS OF GIVING

- ◆ Harold Stein
- ◆ Gary and Marcia Stern
- ◆ Robert F. Sykes
- Steven E. Tolle
- ◆ Jim and Anne Townsend
- Mark Turner
- Robert Ulliman
- Genemarie VanWagner
- Judy Wadsworth
- Patricia Walker
- Shirley Wallace
- ◆ Ann D. Weintraub
- ◆ Ethan and Janet Welch
- Jean and Doug Whitney
- Dr. Edward Yansen

### Special gifts in memory of:

- Corene Lee Blair
- Rhonda Eggert
- Gary Lazenby
- Kay and Dick Leary
- Ethel Lee
- Nicole Ranalletta
- Janice Thornton
- Gannon Werner

### Special gifts in honor of:

- Fernán Cepero
- Sharon Conheady
- Carolee Conklin
- Sid Fox
- Deborah Johnson
- David Pieramico
- Robert Ulliman

### Gifts in kind:

- Gordon McNeill
- IBM Impact Grant
- Logical Operations
- Wegmans

★ TEN OR MORE YEARS OF GIVING

### Foundations/Businesses

- American Legion Child Welfare Program
- Child Care Council of Suffolk County
- Daisy Marquis Jones Foundation
- Greater Rochester Health Foundation
- Hill & Dale Garden Club
- Maguire Properties
- Manning & Napier Foundation, Inc.
- OppenheimerFunds
- Panorama Pediatrics
- Paul H. Bush Associates Inc.
- Quinn, Buseck, Leemhuis, Toohey and Kroto Inc.
- Rochester Area Community Foundation
- Rochester's Child
- Seneca Foods Foundation
- Tower Foundation
- United Way of Greater Rochester
- William T. Grant Foundation
- Wilson Foundation

We appreciate the support from New York State Aid to Localities Education Budget line item for Primary Project at Children's Institute.

Every effort has been made to ensure accuracy. If your name has been omitted, misspelled, or listed incorrectly, please accept our apologies and bring the error to our attention so we can correct our records. Gifts received after June 30, 2015 will be recognized in our 2015-2016 annual report. Thank you.

# Board of Directors

2014-2015

Children's Institute is in good hands, thanks to the loyalty and dedication of our Board of Directors. Each member brings a wealth of skills and knowledge to the table to help us with strategic planning as well as serving as an ambassador for our organization in the community. Thank you for your service.

**Donna DePeters, M.Ed.**

Teacher, Greece Central School District—Retired

**Chair**; Board member since 2009  
Committee(s): Executive, Audit, Strategic Planning, Development Co-Chair

**Larry D. Perkins, Ph.D., MBA**  
Perkins Group Management Consulting  
**First Vice Chair**; Board member since 2006  
Committee(s): Executive Chair, Nominating

**Bert A. Bunyan, JD**

New York State Supreme Court Justice, Brooklyn, NY

**Second Vice Chair**; Board member since 2000  
Committee(s): Executive, Strategic Planning

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Partner, Sutton, DeLeeuw, Clark & Darcy, PLLC—Retired

**Secretary**; Board member since 1993  
Committee(s): Executive, Nominating Chair

**Richard A. Schwartz, MS**

Optical Engineer, Xerox Corporation—Retired

**Treasurer**; Board member since 2008  
Committee(s): Executive, Development, Finance, Audit Chair

**Carol R. Gravetter**

Director of Corporate Relations, American Cancer Society—Retired

**Immediate Past President**; Board member 1992-2015

Committee(s): Executive, Development Chair

**Fernán R. Cepero, MA, MS, PHR**

Chief Human Resources Officer, YMCA of Greater Rochester; Board member since 2015

**Dennis M. DeLeo, JD**

President, Venture Jobs Foundation; Senior Partner, Trillium Group; Board member since 2015

Committee(s): Executive, Development Co-Chair

**Susan Phillips Gorin, CAE**

Executive Director, National Association of School Psychologists, Bethesda, MD; Board member since 2002

Committee(s): Executive, Strategic Planning Co-Chair

**Esther Axt Karp, Ph.D.**

Administrator, New York Education Department—Retired; Board member 2009-2014

Committee(s): Nominating, Strategic Planning

**James Lewis, III, Psy.D.**

Consulting School Psychologist, Santa Rosa City Schools, Santa Rosa, CA; Board member since 2006

Committee(s): Executive, Nominating, Strategic Planning

**Doug Mabon, MBA**

Broker, Business Brokers New York LLC; Board member since 2014

Committee(s): Executive, Strategic Planning Co-Chair



**Kripal K. Mehta, Ph.D.**

Psychologist, New York State Department of Civil Service—Retired; Board member since 2010

Committee(s): Development

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Xerox Corporation—Retired; Board member since 2014

Committee(s): Finance

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Dean, Wegmans School of Nursing, St. John Fisher College; Board member since 2013

Committee(s): Nominating

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Associate Executive Director of Finance and Administration, Jewish Community Center; Board member since 2011

Committee(s): Executive, Audit, Finance Chair

**Thomas J. Rogers, CPA, MBA**

Chief Financial Officer, ESL Federal Credit Union; Board member 2013-2015

Committee(s): Finance, Nominating

**Moira Szilagyi, MD, Ph.D.**

Associate Professor of Pediatrics, University of Rochester; Board member 2006-2014

Committee(s): Strategic Planning

**Robert M. Ulliman, M.Ed.**

Director of Planning, Office of the Deputy Superintendent of Administration, RCSD; Board member since 2014

Committee(s): Executive, Strategic Planning

**Kimberly A. Valentine, DC**

Doctor of Chiropractic, Valentine Chiropractic; Board member since 2015

**Richard Fischer, JD**

Honorary Member

# Highlights

2014-2015



**Marjorie Allan, Lynn Smith, and Jeff Kaczorowski** met with staff from Chicago Public Schools to hear about social-emotional programming for their students. (August 2014)

**A. Dirk Hightower**, executive director, presented at the District Rotary Literacy Seminar, attended by 90+ Rotarians from a 10 county area in Clifton Springs, NY. (September 2014)

**Guillermo Montes**, director of research and evaluation, and Jill Halterman, medical director, presented "Characteristics of children whose parents report they no longer have autism spectrum disorder (ASD)" at the 5th Congress of the European Academy of Pediatric Societies in Barcelona, Spain. (October 2014)

**Kim Avery**, early care and education specialist, presented "The Stage of Change model of professional development" at the

National Association for the Education of Young Children (NAEYC) annual conference in Dallas, TX. (November 2014)

**Edy Zordan**, school psychologist, presented "A system of supports to promote social-emotional development of young children in child care settings" at the New York Association of School Psychologists (NYASP) conference in Albany, NY. (November 2014)

**Deborah Johnson**, director of programs and services, was named as Athena Award finalist. (January 2015)

**The Children's Institute website** was selected as a finalist in the Rochester Business Journal's "Best of the Web" competition—Digital Rochester's Business Transformation Award category. (March 2015)

**Spots aired on WXXI AM radio 1370** to help increase awareness about Children's Institute. (April 2015)

Thanks to funding from the American Legion, ESL, and Tompkins Charitable Trust, the "**Possibilities of Play: Building Connections DVD**" was distributed to schools, veteran's organizations, and Boys and Girls Clubs around the country—webinars on children and play were also presented. (April 2015)

**Dan Draper**, longtime Children's Institute supporter and consultant, was named as 2015 ESL Jefferson Award Winner. (April 2015)

Children's Institute sent a work team to Foodlink to help sort food as part of the **2015 United Way Day of Caring**. (May 2015)

Children's Institute geared up for the fall fundraiser **KIDS & TRUCKS**, a family-friendly event that allows children and adults to experience all different kinds of vehicles up close. (May 2015)



**Children's Institute staff and board members** gathered in the Village Gate for a group picture. (June 2015)

**Ellen Leopold**, education consultant, was awarded a Certificate of Appreciation by Ibero Early Childhood Services in recognition of her valuable contributions. (June 2015)

**The Rochester City School District Primary Project program** held an end of the year celebration at Buckland Lodge. Social workers and child associates gathered to celebrate the year's accomplishments. (June 2015)

# Financial Report

for year ended 6/30/15

**OPENING NET ASSETS** \$2,700,058

<b>REVENUES &amp; GAINS</b>	
Government	\$1,143,609
Sales/fee for service/other	\$ 774,742
Foundations/United Way	\$ 762,793
Charitable giving	\$ 126,789
Investment & interest gains	\$ 124,979

**Total Revenues** \$2,932,912

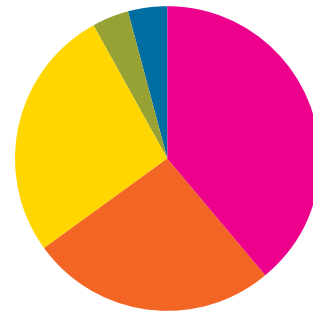
<b>EXPENSES &amp; LOSSES</b>	
National services (incl pass thru)	\$ 917,553
Research & development (incl COMET)	\$ 718,061
Community partnerships	\$ 474,251
Finance & administration	\$ 540,914
Business services & communications	\$ 258,638
Fundraising	\$ 117,314
Depreciation & amortization	\$ 13,715

**Total Expenses** \$3,040,446

**CHANGE IN NET ASSETS** \$ (107,534)

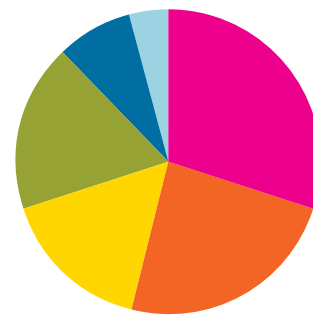
**CLOSING NET ASSETS** \$2,592,524

Children's Institute's financial statements are audited by Mengel, Metzger, Barr & Co., LLP, Certified Public Accountants and can be viewed at [www.childrensinstitute.net/donate](http://www.childrensinstitute.net/donate).



**REVENUES & GAINS** \$2,932,912

- Government - 39%
- Sales/fee for service/other - 26%
- Foundations/United Way - 27%
- Charitable giving - 4%
- Investment & interest gains - 4%



**EXPENSES & LOSSES** \$3,040,446

- National services (incl pass thru) - 30%
- Research & development (incl COMET) - 24%
- Community partnerships - 16%
- Finance & administration - 18%
- Business services & communications - 8%
- Fundraising - 4%

## Offerings 2014-2015

### PROGRAMS

Children of Divorce Intervention Program (CODIP)  
 Primary Project  
 Same Sky Sharing™

### SERVICES

Consultation  
 • Behavioral Health  
 • Social and Emotional Learning (SEL)  
 Evaluation  
 Program Implementation  
 • Coping Power  
 • Promoting Alternative Thinking Strategies (PATHS®)

### ASSESSMENT

After School  
 • Greater Rochester After-School Alliance (GRASA)  
 Early Care and Education  
 • Pathways Accreditation  
 • RECAP  
 Tools and Measures  
 • COMET® Data Collection and Management System

### TRAINING

Possibilities of Play  
 Primary Project  
 Social and Emotional Learning (SEL)  
 Stage of Change Approach

### RESEARCH

Autism/Special Needs  
 Early Childhood  
 Early Literacy  
 Families in Transition  
 General Prevention  
 Measurement  
 Obesity Prevention  
 Primary Project  
 Resilience  
 School Age  
 Social Problem Solving  
 Stage of Change Approach



Children's Institute equips and supports those who work with children to ensure the success of every child. We do this through thoughtful research and evaluation, the ongoing development of proven prevention programs, and collaboration with community partners who care about children as much as we do.

Our vision is to positively impact the social and emotional health of one million children by 2020. This year, we reached more than 118,000 children, bringing us closer to making our vision a reality.

This annual report shares how Children's Institute collaborated with many community partners to help to make a visible difference in the lives of children.