



children's
institute

STRENGTHENING SOCIAL AND
EMOTIONAL HEALTH

ON THE ROAD TO SUCCESS

2015-2017 Biennial Report

CHILDREN'S INSTITUTE IS MOVING FORWARD

As we look at what is coming down the road for Children's Institute, the framework is in place for us to continue our growth by working with teachers, mental health, and child care professionals on programs and services that children need as part of a healthy development into adulthood. We know that one interaction with the right person can impact the trajectory of a child's life.

Throughout this report, you will see photos of children in vehicles that were taken at our Kids & Trucks event. We saw the joy on children's faces when they first spotted 32 trucks all in one place, that before they had only seen from a distance. What cannot come through the still photos, are the sounds of excitement as children got to sit in a race car, or the laughter as they beeped the horn, or the announcements that someday they would drive a truck like this! We saw imagination at work throughout the day – we even noticed quite a few adults that were excited to explore the insides of trucks. Children's Institute is proud to offer the Kids & Trucks event to the children of our community as we gear up to impact the social and emotional health of more and more children.

When we treat children's play as seriously as it deserves, we are helping them feel the joy that's to be found in the creative spirit. It's the things we play with and the people who help us play that make a great difference in our lives. –FRED ROGERS



Children's Institute's reputation is based on our use of evidence-based findings to make decisions regarding best practices for children's educational plans and programs. We also remember that there is an individual child at the center of all our research. For over 60 years, we have worked to improve a child's outcome through our programs and research and that commitment will continue to guide our path. We are proud to be one of the groups that "help children play" as we look to other ways to help support those who work with children in our community and beyond.

This means continuing to optimize the funding we receive from donors and foundations through careful attention to expenses and staffing. These are some of the numbers we watch closely to support our vision of positively impacting the social and emotional health of one million children by 2020. From one child to one million children – this is our driving focus here at Children's Institute.



A. Dirk Hightower
Executive Director



Larry Perkins
Board Chair



The path to one million children continues with more than 100,000 added again in FY17. The total since we set the goal is almost 350,000. Further, the "in-depth" attention provided by Children's Institute to served groups more than doubled from our baseline year. Well done!





KIDS&TRUCKS



CLIMB ABOARD AND EXPLORE!

"I want to drive this when I grow up!"

Children's Institute has a signature event, Kids & Trucks that has proven to be a big hit with families throughout our community. Starting in 2015, we offered children the chance to explore a wide variety of vehicles up close and saw their excitement as they climbed inside each one. From big rigs to construction vehicles to a school bus to a fire truck and much more, children were given a chance to meet the drivers and learn a little about the vehicles. Our second year saw more than double the crowds so we knew that this type of event was a big hit for families with small children.

In a show of commitment to the greater Rochester community, Children's Institute also distributed over 300 free family passes to nearby schools, city recreation centers and other non-profits that work with young children as well as offering a reduced ticket price to all Universal Pre-K and ABC Head Start students and family members in the City of Rochester. A big thank you to Wegmans for being our flagship sponsor as well as the many other truck participants and sponsors – we look forward to growing this event each year and bringing the opportunity to "explore and learn" to young children in our community. From one child to many, Kids & Trucks allows children to imagine themselves driving and loving it!

Follow KIDS & TRUCKS on Facebook!
www.facebook.com/KidsAndTrucks

INTRODUCING GROW- ROCHESTER



Introducing a new program at Children's Institute, GROW-Rochester – free comprehensive screening for 3-year-olds in the city of Rochester.

This program was designed by Children's Institute in partnership with members of ROC the Future School Readiness Collaborative Action Network. ROC the Future is a community-wide initiative to improve the outcomes of children in the city of Rochester with the goal of supporting the success of every child from cradle to career. This program began as an effort to screen for potential problems that could impact learning well before the start of kindergarten. GROW's funders include the City of Rochester, Greater Rochester Health Foundation, Rochester's Child fund of the Rochester Area Community Foundation, and United Way of Greater Rochester.

GROW-Rochester provides comprehensive screenings including vision, hearing, dental health, language and speech, cognitive, physical, and social-emotional development. Children and their parents are referred to additional services if an issue is discovered. Initial screenings have been well received by parents. The goal is to annually screen all of the estimated 3,100 3-year-olds in the city (per census data). The current number of children in the screening process is over 1,100.

GROW completed its second year of implementation in 2016-2017 and is another example of Children's Institute's community collaboration to achieve a common goal for children's health. GROW includes a large number of individuals and organizations who work together to identify and meet children's needs in order to promote early learning and overall well-being. From one child's story to the impact of screening 3,100 children – GROW is helping provide parents, early educators, and other providers critical information on what their child may need to get prepared to start school.



Recently a Children's Institute staff member was contacted by the great-grandmother of an EPK (Expanded Pre-K) student who was sent home with "pink eye." The great-grandma obtained our phone number from the GROW brochure that was given to the family by their school. She wanted Children's Institute to know that the family was following through and took the three-year-old child to the doctor where she was given drops. There was no problem with her vision, and the child returned to school the next day. The family communicated this information to the school as well, but wanted Children's Institute's GROW program to know that they were following through with eye care because "eyes are important."



GROW IMPACT

1,175

children were screened for vision with

155

referrals "because eyes are important."

"PLAY GIVES CHILDREN
A CHANCE TO PRACTICE
WHAT THEY ARE
LEARNING."

—FRED ROGERS



PRIMARY PROJECT THRIVING OVER TIME



Primary Project is celebrating its 60 year anniversary this year and can point to numerous stories such as the one below as the cornerstone of its success. Deborah Johnson, recently retired director of National Services, reflected on the importance this program: “The need for Primary Project continues to this day. In fact, I would suggest that it is needed even more than ever before. Life is more complicated today. It moves faster, the expectations in education are not always appropriate in relation to one’s development and family structures, and supports are more fractured. What remains constant is one’s need for developmentally appropriate supports through caring relationships – the time and opportunity for children to lead the play. Primary Project allows a child to make choices, experiment with alternative ways to solve problems, and explore the world through play – all in a supportive relationship.”

This program continues to evolve to meet the training needs of participating schools with the addition of webinars and training sessions to share best practices and research. Leadership has changed as Deborah Johnson retired in 2016 and Shelley Sanyshyn and Lynn Smith took the helm as co-directors of Primary Project. Children’s Institute continues to see interest in Primary Project across New York State and nationally as schools look for an evidence-based program with a long history of results. For six decades Primary Project has stood the test of time and is looking forward to the future.



As Primary Project turns 60 years old, I was asked to write about my son, Peter’s experience that took place approximately 18 years ago. Peter was in the primary school at Honeoye Falls-Lima School District. At that time I was going through a difficult divorce. Peter was having trouble managing and coping with all the feelings he was having. Teachers and school counselors recommended him to participate in Primary Project with Mrs. McCormick. Primary Project was the start of Peter’s healing that taught him coping skills.

Peter went on to graduate from SUNY Geneseo with a BS degree in Psychology. He was able to learn the skills needed to cope with his feelings. I keep a picture on my refrigerator from Mrs. McCormick of Peter’s last day at Primary Project to always show how far he has come.

Peter and I talked about our memories of Primary Project, “The feeling is much like being in a church or a place of worship. It is calm and silent. Children are able to take a moment to recollect and meditate within themselves. It’s the only point of time in some children’s lives when they have this opportunity while aspects of their personal and student life are spiraling out of control. Therefore, it forms the building blocks of coping mechanisms that they will use in their professional and adult lives. Without this program, children do not have an outlet for creative expression and the beginnings of soul searching, which helps to develop vision for one’s life. This program makes success possible, it allows children to grow.”

PRIMARY PROJECT IMPACT

ATTENDANCE

Chronic attendance problems interfere with learning

ENGAGEMENT

1 in 5 children have behavior problems that prevent learning



ATTENDANCE improved by

22%

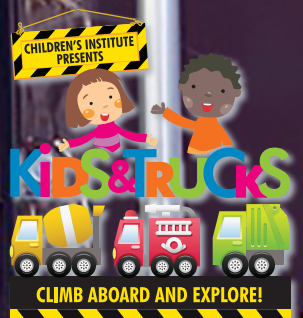
SOCIAL SKILLS improved in

6 of 10
children

"CHILDREN NEED THE
FREEDOM AND TIME
TO PLAY. PLAY IS NOT
A LUXURY. PLAY IS
A NECESSITY."

—KAY REDFIELD JAMISON

Wegmans
Food Markets
— Rochester, NY —



RESEARCH A FRESH PERSPECTIVE

Children's Institute has done extensive research on issues impacting young children with an emphasis on their social and emotional health. There is a significant listing of papers and presentations available on our website, but there is also an untold story about our research area – the number of interns that have worked on projects at Children's Institute and continued on to careers that include working with children in some capacity. From one-month assignments to full semesters of work, our interns have brought a fresh perspective, a willingness to dig deep into the subject matter, and an appreciation for the challenges of producing quality research for our staff and partners. They have had the chance to work with a highly educated team and to see firsthand how data affects the direction of community programs. Through feedback, we know that many interns view this as an important step in their careers and may someday have a significant impact on their work with young children. For a complete list of Children's Institute research studies, visit www.childrensinstitute.net.



"Through a partnership with University of Rochester's Community Health Improvement Course, I was assigned to Children's Institute to assist in the Healthy Weight Initiative research. This was my first choice and has now shaped my perspective on childhood obesity and the disparity among populations. Observing children's level of activity in schools has given me a greater appreciation for the challenges in getting children to healthy adulthood and has shown me the importance of being a child advocate as a healthcare provider. After I complete medical school, I am strongly considering partnering with a community agency to address some of these issues, thanks in part to the experience I had with Children's Institute."

—BEN MADDOCK, GRADUATE OF UNIVERSITY OF ROCHESTER SCHOOL OF MEDICINE AND DENTISTRY,
NOW IN RESIDENCY PROGRAM AT CINCINNATI CHILDREN'S HOSPITAL MEDICAL CENTER

CHILDHOOD HEALTHY WEIGHT PROGRAM IMPACT

About
40%
of children in the city are overweight or obese, according to a University of Rochester study (Cook, 2012). That rate is a third higher than in Monroe County.

Approximately
13%
of children ages 2 to 4 in the Women, Infants and Children supplemental nutrition program are obese, according to the most recent numbers.

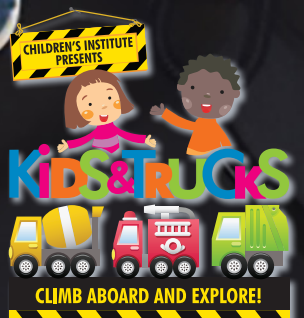
The Greater Rochester Health Foundation's Childhood Healthy Weight program has resulted in **many more students receiving physically active recess periods throughout the school day.**

Cafeteria staff at program schools encourage students to make healthier choices. Students report **changes in their behaviors indicating healthier food and beverage consumption and lower screen time.**

Significant reduction in Body Mass Index (BMI) among students at program schools is attributable to the Childhood Healthy Weight program. Collaboration with researchers at George Washington University is planned to evaluate the longitudinal impact of this program.

"EVERY CHILD IS BORN
BLESSED WITH A VIVID
IMAGINATION."

WALT DISNEY



SEL CENTER EXPANDED AREAS OF GROWTH

The Social and Emotional Learning Center (SEL Center) is a newly-crystallized division of Children's Institute, drawing on our 60-year history of research on and practical support for the social and emotional well-being of children. The product of a 5-year development initiative to expand the reach of Children's Institute, the SEL Center addresses a growing interest in and need for research, capacity building, and awareness-building related to SEL as a core component of children's development and education.

Increasingly, school districts, child care centers, and afterschool programs are recognizing the importance of SEL for student success and are seeking to partner with the SEL Center to plan for implementation. The SEL Center is conducting needs assessments and providing support for planning in several local school districts on how to integrate SEL district-wide. In addition, the Center is participating on the NY State Department of Education's School Climate and Student Engagement Work Group and other community-level initiatives to support implementation of SEL across the state.



When Lynn Lubecki took over leadership as executive director of the Rochester Childfirst Network (RCN), she did so with the idea that "child care comes from a family perspective." Meeting children where they are, at whatever developmental level regardless of age, was a new idea as she expanded RCN's programming, but it has proven to be a prescient one. Searching for tools to help her staff, Lubecki came across the Pyramid Model for Supporting Social-Emotional Competence and subsequently began working with Children's Institute staff and trainers to implement the model across her child care network. The results have been enormous: Lubecki states that a Social and Emotional Learning (SEL) minded approach to child development "not only changed our teacher practices, it changed how teachers look at children." Kids are achieving and surpassing their developmental milestones, while teachers feel more confident in their ability to work with students of all levels.

Lubecki credits Children's Institute's training practices as instrumental to the gains her staff and students have seen, and reflects that RCN is now able and equipped to make progress with young people who may have been discounted at other programs across the city. She advocates for principals, teachers, and directors to be trained in age appropriate social-emotional competencies for students, receive coaching specific to modeling these competencies and relationships, and to be empowered over time to integrate an SEL approach to their existing teaching strategies. Lubecki takes her exemplary work in child care seriously and reflects that, with this focus on SEL, "we're growing babies who are going to be leaders."

SEL IMPACT

For every one-point increase in a child's social and emotional skills in kindergarten, they were:

54%

more likely to graduate from high school,

2X

as likely to graduate from college, and

45%

more likely to have a full-time job at age 25¹

In a *Wall Street Journal* survey of

900

business executives,

93%

said that social and emotional skills were as important or more important than technical abilities, and

89%

reported difficulties in finding employees with these skills²

¹Jones, D.E., Greenberg, M., & Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American Journal of Public Health*, 105 (11), 2283-2290.

²Davidson, K. (2016, August 30). Employers find 'soft skills' like critical thinking in short supply. *Wall Street Journal*.

2015-2017 DONORS

Children's Institute is grateful for the generous support of individuals, foundations, and businesses 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.

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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, 2017 will be recognized in our 2018 online report. Thank you.

HELP US CONTINUE ON THE ROAD TO SUCCESS

You can donate by sending a check via mail or by visiting our safe, secure website to make an online donation (www.childrensinstitute.net). We are a United Way Donor Designated Fund Agency (#468) and encourage you to consider designating a portion of your annual pledge to Children's Institute.

Children's Institute is pleased to be a part of the Community Wishbook (www.communitywishbook.org) where we have a wish-list of items to help support our Primary Project program. If you have any items that you would like to donate, please contact Cindy Harper as listed below to make arrangements. We are a 501(c)(3) non-profit organization.

We are grateful for support from our community and have received proceeds from a variety of one-time events, such as being selected as the holiday gift recipient from Woods Oviatt Gilman LLP, receiving a check from the Xerox "Can Drive," participating in a networking fundraiser by the August Group, and featured at "We Care Wednesday" at the Strathallan Spa, just to name a few. If your organization does fundraisers for non-profits, we would love to be considered in your upcoming plans!

You can donate every time you shop at Amazon through Amazon Smile. Amazon donates a portion of your purchase back to Children's Institute.

Lastly, consider including Children's Institute in your legacy planning or other bequest giving.

For more information, please contact Cindy Harper at (585) 295-1000, ext. 237 or charper@childrensinstitute.net

KIDS & TRUCKS SPONSORS

We appreciate the generosity of all of our supporters of the Kids & Trucks event. Sponsors are listed below for the 2015 and 2016 events.



\$5,000 – PEDAL TO THE METAL



\$1,000 – CRUISING



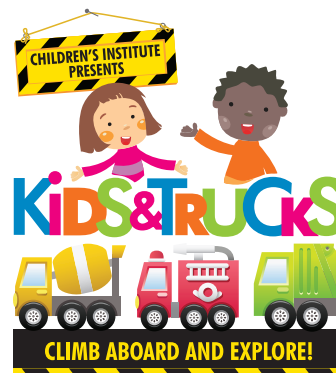
FRIENDS OF KIDS & TRUCKS



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FOR A LIST OF TRUCKS THAT PARTICIPATED AND EVENT PICTURES
visit www.childrensinstitute.net

KIDS & TRUCKS TICKET FUND



Children's Institute wants every young child to experience Kids & Trucks, but knows that children and families living in poverty often cannot afford to attend. The "Kids & Trucks Ticket Fund" was set up for people in the community who are interested in helping families attend the event. We are happy to report that in the past two years over 300 family passes were distributed to city recreation centers, nearby city schools, and other community organizations that work with children.

Plans to expand this type of outreach are in the works as the event grows so that more and more children can experience sitting in a race car...or honking the horn of a semi...or making siren noises as they pretend to "drive" a fire truck. Donations to the ticket fund help to "fuel" all this imagination! For more information and to support the ticket fund, visit www.childrensinstitute.net/kids-and-trucks/donate.



CHILDREN'S INSTITUTE SPOTLIGHT SERIES

Children's Institute now offers educational seminars on topics impacting the healthy development of young children as part of our mission to support those who work with children.

Our Spotlight Series began last January with a seminar on "Trauma and its Impact on Young Children" at St. John Fisher College. Attendees learned about the study of child trauma in the United States and specific outcomes observed in child development when children are exposed to violence – including lessons learned from the Safe Start Initiative, collaborative interventions with law enforcement and first responders, and the ongoing treatment and needs of families in the military. Our next seminar will be held later this fall and we look forward to providing community members valuable information relating to child development and social-emotional health.



SPONSORS

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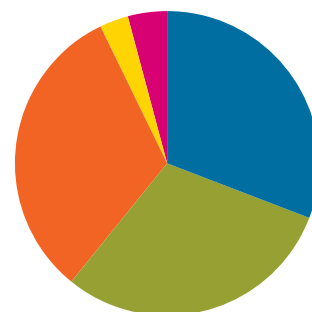


*Pictured left to right:
Featured speaker James Lewis, III,
Psy.D., Children's Institute
board member since 2006; Panelist
Doris A. Boyd, LCSW, ACSW; and
Moderator Dianne Cooney Miner,
Ph.D., RN, CNS, Children's Institute
board member since 2011.*

SUMMARY FINANCIAL INFORMATION

For years ending June 30, 2016 and 2017

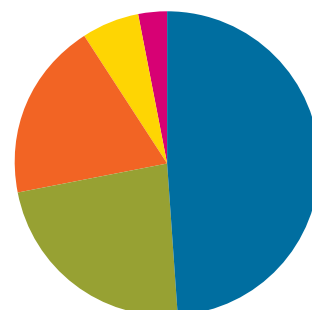
Balance Sheet	2016	2017
Cash & equivalents	\$ 222,885	\$ 113,908
Funding & grants receivable	\$ 371,137	\$ 482,848
Other current assets	\$ 77,062	\$ 42,652
Property & equipment	\$ 2,708	\$ 25,676
Long term receivables	\$ 204,372	\$ 336,129
Investments	\$ 2,447,968	\$ 2,597,812
Total Assets	\$ 3,326,132	\$ 3,599,025
Current liabilities	\$ 661,114	\$ 736,763
Long term liabilities	\$ 106,881	\$ -
Total Liabilities	\$ 767,995	\$ 736,763
Net assets	\$ 2,558,137	\$ 2,862,262
Total Liabilities & Net Assets	\$ 3,326,132	\$ 3,599,025



REVENUES & GAINS

- Government - 31%
- Sales/fee for service/other - 30%
- Foundations/United Way - 32%
- Charitable giving - 3%
- Investment & interest gains - 4%

Statement of Activities	2016	2017
REVENUES & GAINS		
Government	\$ 1,112,956	\$ 1,113,963
Sales/fee for service/other	\$ 998,959	\$ 1,214,425
Foundations/United Way	\$ 1,071,415	\$ 1,217,675
Charitable giving	\$ 94,762	\$ 100,289
Contributed services	\$ 20,803	\$ 5,585
Investment & interest gains	\$ 8,365	\$ 277,585
Total Revenues	\$ 3,307,260	\$ 3,929,522
EXPENSES & LOSSES		
Programs & services (incl pass thru)	\$ 1,586,252	\$ 1,802,808
Research & development (incl COMET)	\$ 824,745	\$ 759,864
Finance & administration	\$ 584,291	\$ 713,111
Business services & communications	\$ 225,504	\$ 228,157
Fundraising	\$ 115,983	\$ 117,629
Depreciation & amortization	\$ 4,872	\$ 3,828
Total Expenses	\$ 3,341,647	\$ 3,625,397
Change in Net Assets	\$ (34,387)	\$ 304,125



EXPENSES & LOSSES

- Programs & services - 49%
- Research & development - 23%
- Finance & administration - 19%
- Business services & communications - 6%
- Fundraising - 3%

Notes

- 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/annual-report.
- 2017 results shown are unaudited. Audited results will be reviewed in October, 2017.
- Pie charts reflect combination of 2016 and 2017 fiscal years.

CHILDREN'S INSTITUTE EFFORTS AND INITIATIVES

EVENTS

Children's Institute Spotlight Series
Community Update
Kids & Trucks
Primary Project Conference

PROGRAMS & SERVICES

- Behavioral Supports for Children
- GROW-Rochester
- Pathways National Early Education and Care Accreditation
- Primary Project
- Quality Stars NY Training and Assessments
- RECAP
- Social and Emotional Learning Center (SEL) at Children's Institute
- Stage of Change Approach to Professional Development
- Youth and After-School Program Assessments

RESEARCH & EVALUATION

- Early Education Research and Program Evaluation
- Environmental Scan on Supports for Trauma-Informed Care in the Greater Rochester Region
- Evaluation
 - Charter Schools
 - Creating Healthy Infants, Children, and Adolescent Parents
 - Healthy Weight Initiative
 - Michigan Boys & Girls Club
 - RCSD/Head Start Longitudinal Analyses
 - United Way Programs
- Measure Development/Refinement
- Primary Project Research/Program Evaluation – RCSD
- School and Academic Outcomes Research/Program Evaluation
 - Predictive Analytics Study
 - summerLEAP/Horizons
- Social and Emotional Learning (SEL) Center Research/Evaluation

Community Collaboration

- Healthi Kids
- ROC the Future
- Rochester-Monroe Anti-Poverty Initiative (RMAPI)
- School Climate Taskforce
- Summer Program Evaluation Workgroup



Children's Institute is a recognized leader in programs, research, and evaluations supporting children's social and emotional health. Our partner COMET Informatics offers a data support system that provides informed decision-making, organizational quality improvements, and improved outcomes for children and youth. Children's Institute (EIN 23-7102632) is a 501©(3) non-profit organization.

For more information, visit www.childrensinstitute.net and www.comet4children.com

CHILDREN'S INSTITUTE BY THE NUMBERS

Children's Institute spent

5 years

developing the concept of a Social and Emotional Learning (SEL) Center, which launched this year with the hiring of a director. The center will help foster the social and emotional skills that young people need to be successful through research, training, and SEL tools and materials.

Approximately

2,600

people attended the 2016 Kids & Trucks event and got to see firsthand Children's Institute's commitment to the importance of play and imagination at work!

922

RECAP observations were completed. RECAP is a community-wide assessment for Pre-K classrooms that collects and analyzes data from each classroom observation to use in improving programs in schools.

COMET, Children's Institute's technology partner, has over

1,100,000

student records in their database to be used by schools and other organizations for tracking attendance, student performance, social-emotional assessments, and other data. This allows continual feedback on individual student needs and program outcomes.

Over

300

articles, pictures, and events that talked about Children's Institute were publicized in the media with

539

people who follow us on Facebook and

1,970

page views of our website.

The Children's Institute website includes over

400

reports by past and current researchers on topics including early childhood, families in transition, Primary Project, and resilience. Many more have been produced over the past

60 years

and new research is frequently added to our website at www.childrensinstitute.net/research.

Children's Institute's vision is to positively impact the social and emotional health of

1,000,000

children by

2020

and we are well on our way to reaching this number with the support of many in our community as well as across New York State and nationally.



Staff from Children's Institute delivered clay handprints, made by local schoolchildren,

17 years ago

to all the members of the NY State legislature. This effort was done to expand awareness of Children's Institute's programs for young children. One of the recipients recently sent in a photo of his handprint, which he still has on display in his office!

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children's institute

STRENGTHENING SOCIAL AND
EMOTIONAL HEALTH

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OUR MISSION:

Children's Institute equips and supports those who work with children to ensure the success of every child.

OUR VISION:

By 2020, we will positively impact the social and emotional health of one million children.

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