



Opening Eyes. Inspiring Minds. **Achieving Results.**



**THE CHILD
CENTER OF NY**

Strengthening Family. Building Community.

2016 ANNUAL REPORT



Dear Friends:

Like all children, the children we serve at The Child Center of NY have big dreams—of becoming scientists or dancers or President. Sadly, many of them also face harsh realities we wish no child had to experience: mental illness, abuse, and, more often than not, life below the poverty line and all that entails. The good news is that our 63+ years of experience and research tell us that with the right skills, opportunities, and support, we can turn these uphill battles into a level playing field where these children can compete and succeed.

How we achieve that is through a commitment to results-based accountability: measuring and tracking our results, and creating replicable models for success. That's why we are so excited that Senior Vice President Deepmalya Ghosh was awarded this year with an Annie E. Casey Foundation Children and Family Fellowship, a prestigious

results-oriented leadership program that expects fellows to make a major contribution to the broader population within 16 months. We have focused on Queens' District 27, home to some of the most segregated high schools in the city, where 46 percent of students are chronically absent or not attending. Our aim is to achieve a 20 percent reduction in black and Latino dropout rates by July 2017.

Success means not just better statistics, but brighter futures. A high school diploma leads to a lifetime of better employment, and a better chance of beating the odds against adverse outcomes like incarceration. This holds true across our program areas, such as in behavioral health, where a young adult with a mental health diagnosis, far from becoming a burden on society, is working toward a career in computer programming; and in our prevention programs, where we help parents stop the cycle of abuse so their children don't grow up to continue it. That is also how we measure our results.



Fiscal Year 2016's Annual Report demonstrates these shared left- and right-brained approaches to managing this incredible organization that serves upwards of 26,000 children and families each year. You'll see plenty of plain-stated statistics in black and white, along with the remarkable, colorful stories from actual cases that illuminate and animate those stats.

As always, we hope you will find the report helpful and that you will feel free to share your thoughts and ideas with both of us, as we all continue to work together for the children of New York.

Warmly,

Traci Donnelly

Chief Executive Officer

Dick Jay

President of the Board
of Directors

The Child Center of NY serves youth from some of the toughest neighborhoods, from birth to adulthood, with evidence-based, innovative programs that help them overcome behavioral health challenges and engage them with school so they can learn at the level of their peers. We help them become secure, capable, and confident, through programs in these areas:

Behavioral Health

Licensed mental health and substance abuse professionals provide therapy and other services to support children and adults through a wide range of emotional challenges, helping them achieve their full potential.

For more information see page 2

Early Childhood Education

We serve low-income children prenatal to age 5 with programs that ensure they are developmentally on track, so they can start school ready to learn and begin life ready to thrive.

For more information see page 3

Child Abuse Prevention and Family Support

Our Prevention programs help parents raise their children in a safe and nurturing environment. We work with families currently involved with the child protection system, as well as those who may be at risk of becoming involved—so that they don't.

For more information see page 4

Youth Development

Our youth development programs support youth ages 5–24 in developing cognitive, academic, social-emotional, and physical skills. Programs include afterschool and summer extended learning, college and work readiness, internships, community schools, and specialized groups.

For more information see page 5



Craig Melvin @craigmelvin

What a great night. What a great organization. Thanks for letting me be a part.

Child Center of NY @ChildCenterNY

@MacariVineyards @craigmelvin Thank you for your ongoing support and for celebrating with us this evening! #ccgala16



CASE STUDY

Sean

"I knew I was unhappy," Sean, 18, says of his early childhood. "But I never thought about it until I was at school and realized I had no friends to talk to during recess." **At 16, Sean was having suicidal thoughts** and had what he calls a "break-down." He was taken to Bellevue Hospital and referred to The Child Center's home visiting program, where mental health workers Miriam Valero and Brenda Ramos worked with him—and his mom—on self-esteem building, reducing anxiety, anger management, and communication. Valero and Ramos also helped Sean hire a tutor and advocate for himself at school.

In June, Sean graduated from both the home visiting program and high school. He's pursuing a bachelor's degree at City Tech and hopes to become a computer programmer or robotics engineer. **"I feel ready because The Child Center showed me that when you have a problem, there are things you can do. Ms. Brenda and Ms. Miriam showed me I wasn't beyond help, and things can get better."**

Inset photo above: Sean and his mental health worker, Brenda Ramos

Behavioral Health

Spotlight: Home Visiting

At The Child Center, we believe that **all children—even those experiencing the most serious problems—deserve the chance to get the help they need while remaining with their families.** For youth at risk of psychiatric hospitalization, we offer 24/7 home-based crisis intervention, case management, and coping skills training through our home visiting programs. Extensive research and our own firsthand experience confirm that with the right support, **these children can—and do—go on to lead happy, healthy, and fulfilling lives.**

Large photo above: Our behavioral health programs serve even the youngest children and their families. Our Head Start centers have on-site therapists that specialize in preschool-age children—like Ian, pictured here.

Early Childhood Education

Spotlight: Head Start

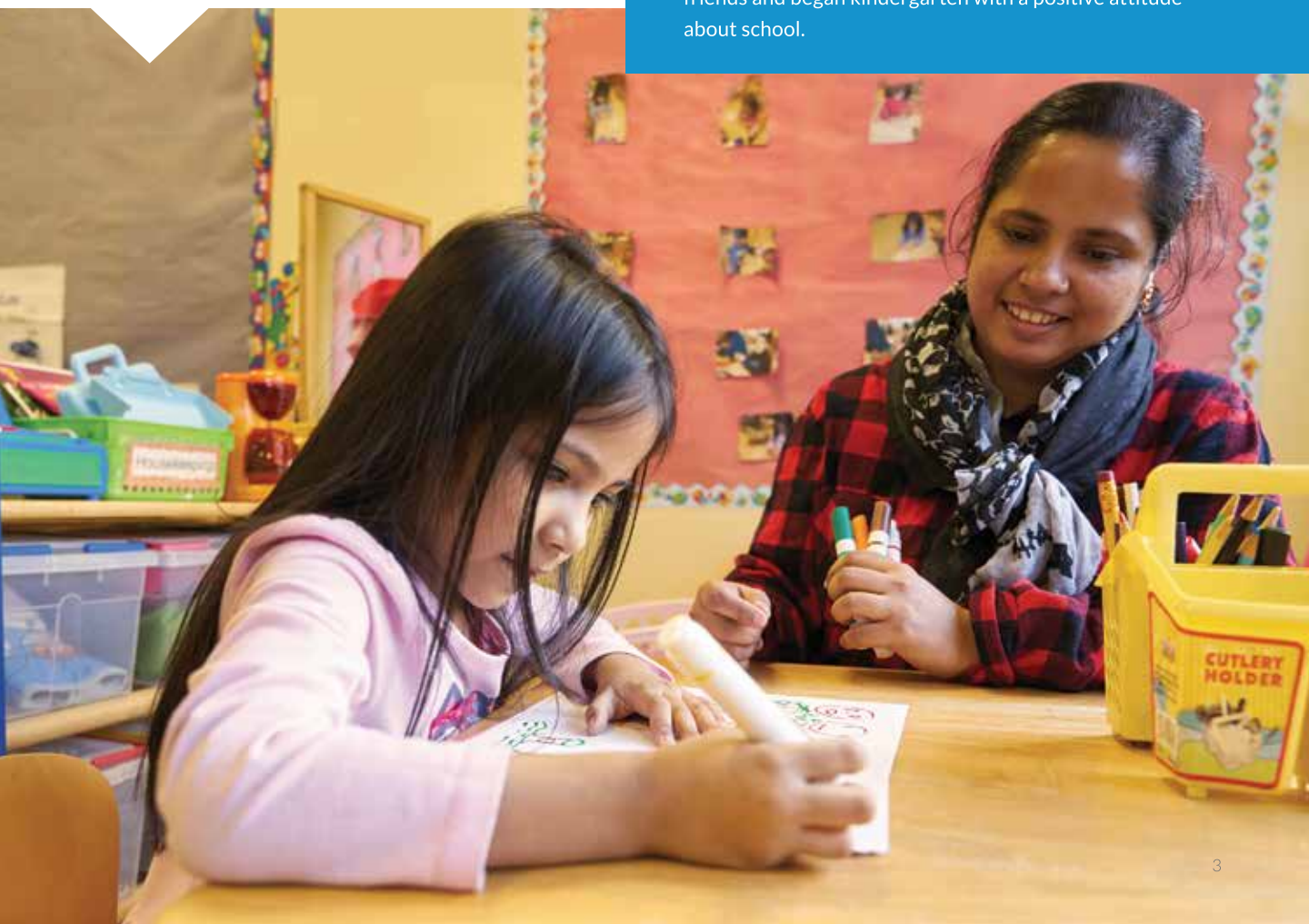
Our Head Start centers provide low-income children ages 3–5 with a safe, stimulating environment that encourages **cognitive, social, and emotional development**. We emphasize **hands-on, play-based learning** that teaches children academic concepts in ways that make sense to them and get them excited about school. We also **support parents as primary caregivers** so that they are able to encourage their children's development on their own. Each Head Start child is assigned a family caseworker, on whom all family members can count for guidance and support.

CASE STUDY

Athena

Like all of our educators, Head Start Lead Teacher Debbie Delgado is proficient in Bank Street College of Education's **emotionally responsive teaching** and trained to know the difference between shy and withdrawn. When 3-year-old Athena enrolled in her class, Delgado recognized the signs: **Athena didn't socialize with classmates or speak in group settings, which was affecting the bright child academically.** Her sad expression, anxiety, and fatigue also indicated something deeper than a shy personality. When Delgado asked Athena if something was making her sad, she nodded but wouldn't talk about it. Then Athena's mother revealed at a parenting workshop that the family was dealing with physical and verbal abuse at home.

Athena began play therapy with the center's on-site social worker, while Athena's mom met with the family's caseworker, Maksuda Zaman, to address the situation at home. When Athena began her pre-K year with Lead Teacher Sandra Martinez, the continued on-site therapy, coupled with Martinez's knowledge of emotionally responsive teaching, were instrumental in supporting Athena's growth. **By spring, Athena was meeting expectations for social-emotional development and exceeding expectations for cognitive development.** She made two close friends and began kindergarten with a positive attitude about school.



CASE STUDY

Giselle

Giselle grew up in a home plagued by arguments and violence. When Giselle got older, she says, “I picked guys like my dad, who wanted to argue and hit me.” **When her boyfriend tried to choke her last year, her 13-year-old daughter Hailey called 911**, and the Administration for Children’s Services referred the family to our Trude Weishaupt Prevention program. **We provided Giselle with the required domestic violence counseling, but we didn’t stop there.** Giselle’s case planner, Vanessa Bryant, also helped Giselle get health care and insurance, and affordable child care, since her boyfriend (who left the family after the 911 call) used to stay home with the younger kids while Giselle worked. **This practical assistance is key** to ensuring families can get through a rough transition period without returning to an abusive partner.

Staff also worked with Giselle’s children, particularly Hailey. Feeling responsible for her mother’s well-being, Hailey did not pursue outside interests or have close friends. **We connected Hailey to a Child Center therapist who specializes in helping traumatized children.** Hailey is now building friendships and engaging in age-appropriate activities—and excelling at them.

Child Abuse Prevention and Family Support

Spotlight: General Prevention

Our Prevention programs help parents and other caregivers develop tools to raise their children in a safe and nurturing environment. We provide **support for many different kinds of families—from those currently involved with the child protection system to those who simply feel overwhelmed** by the stresses of their daily lives. All of our programs include parent education, family counseling, home visits by master’s-level social workers and other trained case planners, and an emphasis on keeping families together. **We prevent children from entering foster care by helping caregivers create and maintain a safe and supportive home.**





Youth Development

Spotlight: SONYC Afterschool Program

At more than a dozen sites, our afterschool services go beyond supervision. **We provide a meaningful connection to the school day, ensuring that children continue to learn after the school bell rings.** Activities include homework help and enrichment activities in literacy, STEM (science, technology, engineering, math), arts, sports, health, leadership, and service. We also provide students with relatable role models, and the kind of support that enables them to develop socially and academically. At our SONYC (School's Out New York City) afterschool programs for middle schoolers, we employ the nationally recognized Success Highways assessment and curriculum: **First we assess students on six resiliency indicators aligned with high school graduation; then we provide a resiliency-strengthening curriculum to those at risk.**

CASE STUDY

Kasuonn

When Kasuonn was assessed through Success Highways, his scores revealed problems in the areas of stress, connections, and well-being. His grades were fluctuating, and he had lost his spot on the school's basketball team because of attitude and behavior problems. Our SONYC staff routinely work closely with school staff (and in some cases *are* school staff), and they combined efforts to help Kasuonn holistically, providing him with a positive male role model; daily one-on-one time; and the academic support he needed to become a more confident student.

When Kasuonn was reassessed, his scores were in the normal range, which was no surprise to SONYC staff. "We have seen amazing changes in Kasuonn," says Program Director Anna Treppiedi. "His grades, completion of homework, and overall attitude improved drastically." **He's earned a spot as a starting player on the basketball team, which has boosted his self-esteem even more.** "Kasuonn used to barely grunt hello," Treppiedi reports. "Now he goes out of his way to greet us with a smile."



14.6%

*of Queens teens seriously
considered committing
suicide in the last 12 months*

8.8%

attempted suicide.¹

*In our home-based visiting programs for youth at serious risk of psychiatric hospitalization, only **5.7%** were hospitalized, for a prevention rate of **94.3%**.*

Fall 2015

16% of 4-year-olds at the Ficalora Family Foundation Head Start Center were meeting widely held expectations for social-emotional development, and **31%** were meeting widely held expectations for cognitive development, as measured by the national Teaching Strategies GOLD assessment system.

Spring 2016

94% met or exceeded expectations for social-emotional development; **91%** met or exceeded expectations for cognitive development.



Results-Based Accountability

More than **400,000** U.S. children live in foster care.² When they leave the system, **25%** of them will be homeless; and only **25%** will go on to college.³

*Across our Child Abuse Prevention and Family Support programs, only **1.5%** of children were placed in foster care, for a prevention rate of **98.5%**.*

Low-income students unable to read at grade level by the end of the third grade are **six times** less likely to graduate high school on time,⁴ and high school dropouts are **63 times** more likely to end up incarcerated than college grads.⁵



96%

of 3-year-olds at our Ficalora Family Foundation Head Start Center met widely held expectations for literacy development by spring, up from 31% in the fall.

66%

of at-risk middle schoolers in our afterschool programs improved across all six resiliencies most closely correlated with high school graduation.

¹The Centers for Disease Control 2015 Youth Risk Behavior Surveillance System.

²U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau. "The AFCARS Report." <https://www.acf.hhs.gov/sites/default/files/cb/afcarsreport22.pdf>.

³Foster Club. "Statistics on Foster Care." <https://www.fosterclub.com/article/statistics-foster-care>.

⁴The Annie E. Casey Foundation. "Students Who Don't Read Well in Third Grade Are More Likely to Drop Out or Fail to Finish High School[!]." <http://www.aecf.org/blog/poverty-puts-struggling-readers-in-double-jeopardy-minorities-most-at-risk/>.

⁵Sum, Andrew, et al. "The Consequences of Dropping Out of High School." https://www.prisonpolicy.org/scans/The_Consequences_of_Dropping_Out_of_High_School.pdf.

Financial Highlights

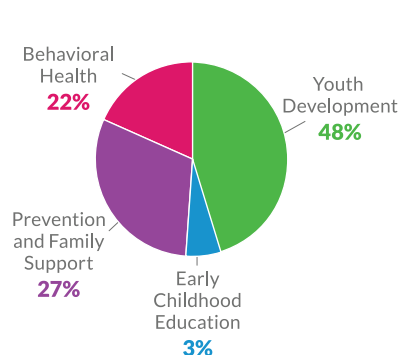
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

For the years ending June 30, 2016 and June 30, 2015

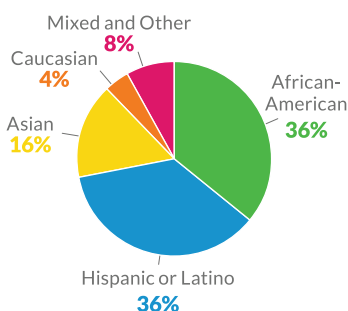
	Totals	
	2016	2015
REVENUES:		
Contract and grant services	\$31,210,561	\$27,794,559
Patient services, net	10,896,861	8,780,932
Contributions	174,953	3,531,124
Fundraising, net of direct expenses of \$124,206 and \$251,788	617,285	889,300
In-Kind contributions	667,172	1,137,433
Other income	277,650	211,664
Total revenues	43,844,482	42,345,012
EXPENSES:		
Program services	39,368,207	36,794,038
Supporting services	5,380,976	3,657,546
Total expenses	44,749,183	40,451,584
Excess (deficiency) of revenues over expenses	(904,701)	1,893,428
NON-OPERATING ACTIVITY:		
Gain on extinguishment of debt	1,708,046	—
Change in net assets	803,345	1,893,428
Net assets, beginning of year	1,900,783	7,355
Net assets, end of year	\$ 2,704,128	\$ 1,900,783

To see our complete audited financial statement, please visit www.childcenterny.org.

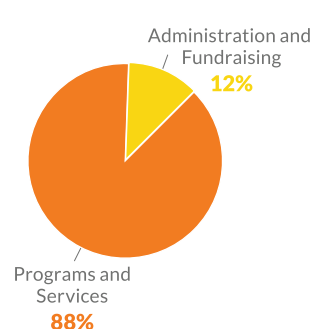
Who We Serve By Program



Who We Serve By Ethnicity



How We Spend Our Money





In Summary... and Looking Ahead

In the diverse communities we serve, parents often work long hours, do not speak or read English, and struggle with extreme poverty and difficulties related to immigration. Setbacks can come fast and furious when a family faces these sorts of hurdles. To overcome them, these families need methods proven to yield results, and an organization that holds itself accountable.

Results-based accountability is exciting because it uses actual results, rather than conjecture or trends, to determine our direction as an agency. Looking back helps us to look forward. If we are able, in measurable ways, to strengthen children and families as we aim in our mission statement, we use those results to map backwards to how we got there—and then replicate the successes across our program areas.

Using these methods, we ensure that a rough start doesn't have to lead to a rocky path for 26,000 children each year. Our results are quantified not only with impressive statistics—like improved graduation rates and prevention of abuse—but, more profoundly, in the happiness and health of our children.

Astoria Parent-Child Program

25%

average increase in children
engaging in developmentally
appropriate activities

25%

average increase in
positive parenting
behavior



**Workforce Improvement Program
for low-income high school seniors:
96% of seniors graduated, and 80%
went on to college.**



Thank You to Our Supporters

We are deeply grateful to the following corporations, foundations, and individuals whose generous gifts supported our life-changing programs in Fiscal Year 2016 (July 1, 2015 through June 30, 2016).

\$250,000+

Russell L. Carson
Single Stop, USA

\$100,000+

Trudy and Robert Gottesman
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Robin Hood
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The Child Center is grateful for all of the contributions it receives. We make every effort to keep this list as accurate and complete as possible. If you see an error, please let us know so we can correct it. You can reach us at 718-651-7770 or development@childcenterny.org.

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Executive Leadership



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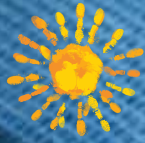
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THE CHILD CENTER OF NY

Strengthening Family. Building Community.

118-35 Queens Boulevard
6th Floor

Forest Hills, NY 11375

t: 718-651-7770

f: 718-651-5029

www.childcenterny.org

The Child Center of NY offers a holistic, family-centric approach to helping underserved youth.

Our mission is to strengthen children and families with skills, opportunities, and emotional support to build healthy, successful lives. We hold ourselves accountable for our results, using methods that are proven to make a difference.

Our programs are located in the communities we serve, with staff who speak 22 languages and understand the challenges our clients face.

We know that with the right skills, education, counseling, and development programs, children can reach their full potential.