



*Kennedy Child Study
Center Annual Report
2008 - 2009*



*50 YEARS
&
COUNTING...*

OUR MISSION

The Kennedy Child Study Center is dedicated to assisting young children who are undergoing significant difficulties in learning and other areas of early childhood development.

We accomplish this purpose through a coordinated system of evaluation and diagnosis, multi-faceted therapy, specialized preschool education and partnership with families.

In addition, we provide direct services and supports to parents and other caregivers as

they seek to provide a rich family life in which these children can thrive.

In conjunction with these services, we strive to communicate the needs of these children to the general public, train professionals from a variety of disciplines for work in the area of developmental disabilities, develop new service programs and facilities, and encourage positive public policies that benefit young children with disabilities.

THANK YOU

KENNEDY CHILD
STUDY CENTER
ANNUAL REPORT
2008 - 2009



50 YEARS
&
COUNTING...



A Message from the Co-Chairmen
of the
Board of Directors
Michael O'Shaughnessy
and
Lawrence McGovern



Dear Friends:

This past year was the Kennedy Child Study Center's 50th year of service to the special needs community. The Board of Directors and friends of the Center marked this milestone event with a special celebration in October 2009.

We want to thank you for your past support as we look to the future and the next 50 years of the Center's extraordinary service to the community.

We salute the staff, who are to be commended for their continuing dedication to the children and their families who attend programs at the Center. We want also to express our gratitude to our colleagues who serve with us on the Board. We value their continuing support and thank them for their commitment to the children and families served by the Center. They volunteer time and offer financial assistance, and they play an important role in Kennedy's continuing success.

During the past year, several Board committees have been engaged in difficult and time consuming work. Under the expert leadership of our Treasurer Michael O'Connor, the Benefit Committee planned the successful 50th Anniversary

Celebration.

The Facilities Committee continues its work to identify a new location for the crowded Manhattan facility, which, like our two Bronx locations, operates at full capacity. The Nominating Committee, chaired by Board Secretary Richard Ellis, identified five new members for the Board of Directors. These individuals bring the Center much needed expertise in human resources, special education, and communications.

Several Board members have been involved with the Center for decades. In fact, Joseph McGovern, Larry's father, was a founding Board member; Marian Burke became involved with the Center as a parent in 1969; and Chairman Emeritus Larry Hickey, has served on the Kennedy Board for more than 25 years.

Stay involved. You are invited to visit the program and see for yourselves the daily miracles that take place there.

We value your participation and thank you for your support. It makes a great difference to the many children and families whom we serve.

With our warmest regards,

Michael O'Shaughnessy, Co-Chair
Board of Directors

Lawrence F. McGovern, Co-Chair
Board of Directors

A Message from the
Kennedy Child Study Center
Executive Director

Peter P. Gorham



Dear Friends:

Tempus fugit is a Latin expression penned by the Roman poet Virgil that has come to mean “time flies” – a simple comment on how quickly the days and years of our lives pass by. And so it has also been with the Kennedy Child Study Center.

Over the past 50 years, the Center has evolved from a small demonstration project to a valued New York City institution that has served many thousands of children with developmental disabilities. It remains vibrant because it has consistently and effectively responded to major challenges in our society – including the need for new knowledge and skills to effectively assist children with special needs.

At the same time, it has constantly adhered to the standard of providing the highest quality of care, and it has done so with a steady practice of the core values shared with other agencies affiliated with Catholic Charities of the Archdiocese of New York. These include unconditional respect for every child, support for every parent, and an expectation that personal growth can take place and family

circumstances can improve when assistance is made available in a timely and consistent way.

What goes into this unique mix of continuance and change that produces consistently superior results? The answer is both simple and profound. It is a shared dedication to the welfare of our children by every member of the Kennedy organization, regardless of position.

This commitment is present in the leadership provided by our Board of Directors and our program supervisors, and it is always visible in the classroom where our children spend much of the day. It manifests itself in the professional interventions provided by our therapists, social workers and nurses. And it is also evident in the work of our administrative support and building maintenance staffs. All work toward the same end – the betterment of the children in our care.

I hope you enjoy this report, which outlines some of the important recent programs and projects that illustrate the developments taking place at the Center.

Tempus fugit? It matters not. After all, KCSC is 50 years and counting... and that’s a very good thing indeed.

A handwritten signature in black ink that reads "Peter P. Gorham". The signature is written in a cursive, flowing style.

Peter Gorham
Executive Director

Specialized programs at the Kennedy Child Study Center are designed for very young children who have a developmental disability or for children who may be suspected of having a developmental delay.

Children range in age from 18-months-old to three-years-old in our Early Intervention programs, and from age three to five-years-old in our therapeutic Special Education Preschool programs.

Comprehensive Services at the Center

A highly trained team of teachers, therapists, social workers, health professionals and classroom assistants participates in the assessment of each child and the development of services that address his or her individual needs. Some of the services and programs provided by Kennedy include:

- ❖ information, advice and referrals
- ❖ comprehensive evaluation
- ❖ special early childhood education
- ❖ speech, occupational, and physical therapy
- ❖ nursing
- ❖ parent counseling and training
- ❖ psychological testing
- ❖ service coordination and respite
- ❖ music, art and supervised play

“Thank you for including [my son] in your Respite program Thank you for all your hard work during the years on behalf of my son and for your support, advice, and encouragement you have given me.

You really embody what “Family Support” is all about.

Mother of a Preschool boy (2008)

Over the years the need for specialized programs and services such as the kind provided by the Kennedy Child Study Center has increased dramatically. In response to this growing need we opened a second Preschool site in the Bronx in 2008. We also allocated additional classrooms over the past year and expect to open more classes during 2009-2010.

Therapeutic Preschool and Early Intervention

Children attending our programs experience a safe, nurturing child-centered environment with many stimulating opportunities to explore and learn. Our teachers have been influenced by prominent educators, such as John Dewey, Maria Montessori, and Howard Gardner.



Daily classroom activities span singing, reading, painting, and cooking to dramatic play, story time and circle time.

All teachers, therapists, and support staff use developmentally appropriate learning materials and provide children with hands-on activities to help them overcome challenges and develop the necessary skills for academic success.

Early Intervention is a daily, two-hour center-based program. Last year, there were 11 Early Intervention classes, with 12 children in each. Because a child moves to Preschool when he or she turns three-years-old, we served 185 children during the school year.

Each Early Intervention class has a Master’s level teacher and one assistant teacher. Children younger than two years of age attend this program with a parent or caregiver.

Our Special Education Preschool is a daily, five-hour program. Last year there were 35 Preschool classes in Manhattan and the Bronx. Depending on the special needs of the individual child, some classes had only eight children while other classes had 12 children in a class.

Each Preschool class includes one Master's level teacher and at least two teaching assistants, and every class has at least one bi-lingual Spanish-English staff member. One Preschool class has a bi-lingual Korean-English Master's level teacher.

All our classes were filled to capacity and the need for our programs continues to grow in our community.

All children in our programs receive specialized services, such as speech, occupational and physical therapy. In fact, more than 90% of children in our programs receive speech therapy at least three times weekly; nearly 60% have occupational therapy and about 40% receive physical therapy. In addition, all children who attend Preschool in Manhattan receive music therapy.



Family Support and Medicaid Service Coordination

Parent involvement is an important component of our programs. Family Support Coordinators are professional social workers who offer parents and caregivers support and training on topics such as speech and language development, autism, behavior management, nutrition, and child advocacy. They coordinate a clothing drive, the distribution of Thanksgiving and holiday food baskets to families in need, and toy donations during Christmas. In addition, our staff assist families with their child's transition to the New York City public school system as the child prepares to graduate from the Center.

During the past year, about 185 families were served in such areas as sheltered housing, domestic abuse, immigration, and access to legal, social and health services in the community.

To facilitate parent involvement in Early Intervention, each parent is offered a seat on the child's bus so that he or she can come to the Center at any time. To reinforce skills developed in the program, a calendar of activities is provided, and the Individual Family Service Plan (IFSP) is reviewed with parents every six months to ensure that the appropriate services are provided.

This past year, our Medicaid Service Coordinators worked with some 120 families who needed assistance in gaining access to various community services and programs necessary to achieve a better quality of life for their children and family. In comparison, during 2004-2005, Medicaid Service Coordinators served about half that number – just 67 children and families.

The Outcomes Project

One of the major accomplishments at the Center during the last two years has been the development and implementation of the *Outcomes Project*, funded in 2008 by The Heckscher Foundation for Children. The project relates to program evaluation and we are grateful to the Foundation for its extraordinary support and for its confidence in our work.

This endeavor is providing a clear understanding of what efforts, services, staff and programs have been most effective at achieving desired outcomes and are having the greatest impact on the development of our children. Each outcome links directly to progress reports on each child, which are compiled routinely and address the goals established in individual service plans developed for child and family. This information is critical for staff to ensure positive results for every child.

“Thank you for all your support and your help...You do a great job with the kids. Smile! God bless you always.”

Mother of a Preschool boy



Each of the Center's three locations are equipped with indoor and outdoor play areas for physical activity. Each has climbing equipment, bicycles, slides, and jungle gyms. In addition, all classes use the play areas daily, and incorporate activities from SPARK (Sports, Play and Active Recreation for Kids).

Respite Program

Our Respite Program offers parents and caregivers a break from the daily routine of caring for a disabled child during school vacations and on most Saturdays during the year. During the last year, more than 120 children attended Respite programs at the Center; four years ago, the Respite program served about 70 children and families.

Children attending Respite took part in a variety of activities, include trips to parks, plays, and museums, movies. The program is sponsored by the New York State Office of Mental Retardation and Developmental Disabilities, and offers bus service, snack and lunch.

"My child comes back happy and tells me about his day. He enjoys the program a lot."

"It is a delight ... to know of such programs which give our little people so much support in their development."

"My son sings more than ever now. I was able to accomplish tasks while he was at the program."

"This program provides a great need...In August, I had no where for her to be cared for."

"Gracias por todos los servicios."

"The program kept my daughter from staying home and doing nothing."

"My son's behavior is POSITIVE! Thank you."

Mothers of children in Summer Respite Program (2008)

Professional Development

We recognize the importance of professional development and continuing education. Tuition reimbursement is available for staff who wish to enhance their professional credentials and for approved coursework that enables staff to further their education and training, to increase their competence, and to further their careers in human services and special education.

Over the past several years five teaching assistants have earned their degrees and are certified teachers. By providing supporting for their education, the Center hopes they will remain at Kennedy when they become teachers. Many of our teaching assistants are bi-lingual English-Spanish speaking, which is important as many of our children and families are native Spanish speakers.



We also provide financial support to current teachers and therapists who go on with their education and take classes in their area of specialization so as to remain current in the field.

Through partnerships with local colleges, including the Bank Street College of Education and Hunter College of the City of New York, we offer student teachers opportunities for internships and classroom observation.

There are two funds that support teacher preparation and further training specific to the work of the Center:

[The Barbara Jean Schraft Memorial Scholarship](#)

Established by the Schraft family following the death of Barbara Schraft, a former teacher. Over the years, the scholarship fund has helped dozens of teaching assistants earn a Bachelor's Degree and many special educators complete their Master's Degree.

[Elyse Sondra Lane Scholarship](#)

Established in the memory of a parent of a child who once attended the agency's programs.

Developmental Clinic

Last year, with funding from The Alfred E. Smith Memorial Foundation, we provided children at-risk of a developmental disability with comprehensive developmental evaluations. These evaluations require the professional skills of a variety of specialties – including developmental pediatrics, child psychiatry, psychology, social work, occupational therapy, physical therapy, and speech and language therapy.

The Alfred E. Smith Memorial Foundation's support made it possible for us to intervene into serious developmental situations and provide parents with important clinical information and access to critically needed services going forward.

Over the last four years, the need for comprehensive developmental evaluations by a highly-trained, multi-disciplinary team has doubled – during 2004-2005, our Developmental Clinic served 610 children and families; last year, more than 1200 children and their families were served in our Clinic.

Unfortunately, due to serious cuts in funding from New York State and New York City, we were forced to suspend operations in the Clinic in September 2009.

"I would like to express my sincerest gratitude for all that you have done, not only with [my son] From his introduction to Kennedy, [he] has made astronomical strides in not only his emotional and social acuity but also his education skills. There are not enough thanks that I can forward to you."

Father of a Preschool boy (2008)

Early Detection

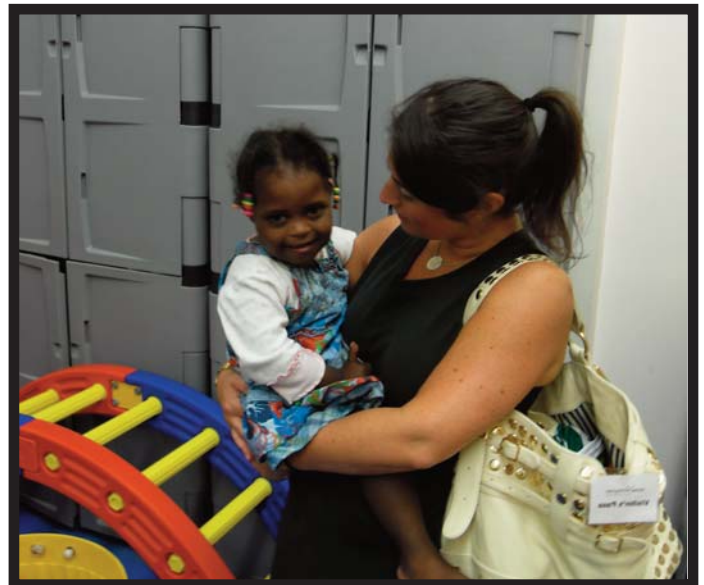
Early Detection of a developmental problem is essential to achieving optimal results for very young children with special needs. Children and families affected by developmental disabilities are often confronted with confusion, ignorance and even a degree of prejudice. They may struggle to access appropriate health care, educational resources and other services that many families take for granted.

At Kennedy we provide children with appropriate intervention services, which can help to increase their chances of overcoming intellectual challenges and lay the groundwork for them to have a more successful school experience.

What Guides Our Work

For 50 years, the Kennedy Child Study Center has sought to make a difference in the lives of young children who are undergoing major difficulties in early childhood. We are constantly inspired by everyday triumphs - how these very young children with disabilities overcome hurdles and learn ways to succeed.

What guides our work is the recognition that every child, regardless of current ability, is capable of further growth and achievement. Each child is entitled to the quality care, education and social opportunities that will produce the skills necessary to function as a full member of our society.



"I would have been remiss had I not taken the time to inform you of how truly thankful I am to the KCSC for all it has done on my son's behalf. It is a bitter-sweet time as [he] must leave its small nurturing environment, but as a result of his time spent there he can move on to the next level of his education with the necessary skills and confidence."

Mother of a Preschool boy (2008)

Snapshots from the Center's 50th Year



NYC Council Member Daniel Garodnick visited the Manhattan programs in August 2009. (l-r): Council Member Garodnick and Laurence Perry, Manhattan's Assistant Executive Director.



Kathryn Almquist, Assistant Director, Manhattan programs, reads a story to a Preschool class.



Working hard, without help.



In the playroom with mom.



All classrooms have touch-screen computers.



Let's read together.



"The Cat in the Hat" is a favorite book.



Music therapy class in Manhattan.



Fire fighters at the Manhattan 67th Street fire station have been hosting a holiday party for students (photos left and center). Children at all three Kennedy sites receive toys - donated in Manhattan by Robert Guccione, Jr., and in the Bronx by Verizon-Communications Workers of America, Local 1101.

Snapshots from the Center's 50th Year



Making a pattern with shapes and blocks.



Getting ready to enjoy a Thanksgiving basket.



Working with a teacher on a puzzle.



Physical therapy.



Graduation 2009



Another graduating class.



Painting



Former students Tim Mixon (l) and Chris Burke (r), with Martin Keating, former Board member.



In the morning, children are met at the buses by staff.



Board Co-Chair Mike O'Shaughnessy gets a hug from a Preschool girl.



Welcome to school - it's nice to meet you!



Setting up a Preschool classroom at the East Tremont site in 2008.

Kennedy's 50th Anniversary Celebration

On Thursday, October 22, 2009, the Center celebrated its 50th year of service to the community. Sincere thanks to our host, Mutual of America, and major sponsors Morgan Stanley, Capital One Bank, Interaudi Bank, and Michael O'Connor. Thanks to all our friends who helped to make the evening a great success. A highlight was the recognition of Dr. Mary Gasparik as the Center's longest serving staff member. Below are a few photos from the event.



Financial Highlights

July 1, 2008 -- June 30, 2009

AGENCY REVENUE

Service Fees from Government Contracts	\$16,113,955
Government Grants	<u>596,523</u>
Total Revenue	\$16,710,478

AGENCY EXPENSES

Salaries	\$10,027,390
Employee Benefits	<u>3,004,896</u>
Total Staff Expenses	\$13,032,286
Contracted Health Services (Therapists, etc.)	<u>\$ 1,760,636</u>
Total Direct Service Expenses	\$14,792,922
Rent, Utilities, Program & Other Supplies	\$ 1,186,151
Other Expenses	<u>\$ 1,162,482</u>
Total Other Expenses	\$ 2,348,633

<u>TOTAL EXPENSES</u>	\$17,141,555
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<u>Deficiency of Government Revenue Over Expenses</u>	\$ (431,077)
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Non-Government Support

Contributions and Grants*	\$ 67,431
Investment Income	64,679
Miscellaneous Fees	<u>1,315</u>
Total Non-Government Support	\$ 133,425

Surplus (Deficit)	\$ (297,652)
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The above revenue and expense figures do not reflect in-kind rent.

* does not include income raised through a benefit, which was postponed until October 2009 in FY'10.

Our Honor Roll of Donors

The Kennedy Child Study Center acknowledges the many individuals and companies that have generously contributed restricted and unstricted funds between July 1, 2008 and December 31, 2009. These gifts help to ensure that the Center is able to continue to provide exceptional services and personal support to the families and children whom we serve. The following is an alphabetical list of donors whose gifts were received during this period. We are grateful for each and every donation and thank you for your support.

A

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Aetna
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Andrew Yablonsky

* Member, Board of Directors

** Former Member, Board of Directors

The donor list reflects actual gifts received between July 1, 2008 and June 30, 2009.

Every effort has been made so as to ensure accuracy. If your name is incorrect or has been omitted, please contact the Development Office at 212-988-9500.

We sincerely regret any errors or omissions.

How You Can Help

When you make a personal gift to the Kennedy Child Study Center, you make a difference in the lives of very young children with developmental challenges and related disabilities. Your support will help to ensure that the Center continues to provide the highest quality services to young children with special needs.

Help us fulfill our mission and continue our important work by making a donation today. There are several ways to give to KCSC:

Cash

Writing a check is the simplest way to make a gift to Kennedy. For income tax purposes, the gift is deductible to the extent provided by law. Make your check payable to Kennedy Child Study Center and mail it to us at 151 East 67th Street, New York, NY 10065.

Matching Gifts

If you or your spouse are affiliated with one of the many matching gift companies, you can double or even triple the dollar value of your annual gift. Please take a moment to check with your company's Human Resources office – it will make a difference.

Gifts of Securities

Gifts of appreciated securities are always welcome and may offer significant tax advantages to the donor. For information on how to transfer appreciated securities, please call the Development Office at 212-988-9500.

Planned Gifts

You can help the Center carry on its mission for years to come. Consider leaving a bequest in your estate plans. You can make a cash bequest in your will or you can make a gift of real estate or property. You can contribute an insurance policy or name the Kennedy Child Study Center as a direct beneficiary of a portion of your retirement resources or IRA.

Your contribution will have an impact on many young children and their families whom we serve each year. The development staff at KCSC will be happy to review planned giving alternatives and approaches with you. Please call us at 212-988-9500.

As with any legal or financial activity, please seek counsel of a legal or financial advisor. Contributions are tax-deductible to the extent provided by law. The Kennedy Child Study Center is registered under section 501 (c)(3) of the IRS Code.

THANK YOU

History of the Kennedy Child Study Center

The Kennedy Child Study Center was established in 1958 to provide services to children with mental retardation and related disabilities. Initial financial support came from Rose F. and Joseph P. Kennedy, and the Center was named in honor of their late son, Lt. Joseph P. Kennedy, Jr., who lost his life during World War II.

The Kennedy's support made it possible to purchase a building to accommodate the program, and, in 1959, the Center opened its doors at 151 East 67th Street in Manhattan. Robert F. Kennedy spoke at the dedication of the building and Joseph P. Kennedy sent, by telegram, his regrets that he could not join in the festivities.

In 1999, on the occasion of the Center's 40th anniversary, the Kennedy family extended "heartfelt congratulations to the professionals and staff of the Kennedy Child Study Center" in a letter signed by Senator Edward M. Kennedy, Eunice Kennedy Shriver, Patricia Kennedy Lawford, and Jean Kennedy Smith. They closed their letter by saying: "We applaud the Center's extraordinary contributions and sincerely thank you for your long-standing and vigorous commitment to making a positive difference in the lives of children with mental retardation and their families."

At the Kennedy Child Study Center's recent 50th Anniversary Celebration, President Barack Obama sent his "warmest greetings" and "congratulations on this milestone."

In addition, special proclamations and congratulations were received from New York State Senator, The Honorable Charles E. Schumer; from the United States House of Representatives; and from the New York City Council.

In 1978, we opened our first site in the West Farms neighborhood of the Bronx. Thirty years later, with our programs at capacity and the need for services growing, we expanded and opened a second location for six additional Preschool classrooms.

In 1980, our Manhattan location was designated an historic landmark by New York City. Designed by two architectural firms, Buchman & Deisler and Brunner & Tryon, the building was completed in 1890. The brick and terra cotta building is Neo-Italian Renaissance in style, and was originally the Mt. Sinai Hospital Dispensary, and then the home of the Polish Legation until the Center moved into the building in November 1959.

BOARD OF DIRECTORS

Michael W. O'Shaughnessy, *Co-Chair*

Lawrence F. McGovern, *Co-Chair*

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Joined September 2009

AGENCY MANAGEMENT

Peter P. Gorham, *Executive Director*

Joan Dwyer, *Chief Operating Officer*

Diane Fitzpatrick, *Assistant Executive Director, Bronx*

Laurence Perry, *Assistant Executive Director, Manhattan*

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Published by the Kennedy Child Study Center, Peter P. Gorham, Executive Director. Benefit Photographs by: Ben Asen. Additional photography by Sari Anthony; Tina Buckman; Jacqueline Donofrio; Peter Gorham; Seth Miller; Jill O'Reilly; Katie Prince; and Joseph Spanberger.

Editor and designer: Sari Anthony. Printer: Garden City Printers

The Kennedy Child Study Center is a non-profit agency established under Section 501(c)(3) of the United States Internal Revenue Code.

Offering services to all New Yorkers, the Kennedy Child Study Center is sponsored by the Catholic Charities Alliance of the Archdiocese of New York.

It is certified by the New York State Office of Mental Retardation and Developmental Disabilities (OMRDD) and by the New York City Department of Health and Mental Hygiene as a Clinic (DOHMH).

It is certified by the New York State Office of Mental Retardation and Developmental Disabilities (OMRDD) as a provider of Medicaid Service Coordination and Respite Services.

The Kennedy Child Study Center is licensed by the New York City Department of Health and Mental Hygiene Bureau of Day Care.

The Center is approved by the New York State Department of Health (DOH) and New York City Department of Health and Mental Hygiene (DOHMH) as an Early Intervention service provider.

The Center is approved by the New York State Education Department (SED) and New York City Department of Education as a Special Education Preschool service provider.

THANK YOU

PROGRAM LOCATIONS

MANHATTAN

151 East 67th Street
New York, NY 10065
212-988-9500



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