

Annual Report

2009 - 2010



KENNEDY CHILD STUDY CENTER

Where Every Child Matters



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HISTORY

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.

On the occasion of the Center's 40th anniversary in 1999, 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 Center's 50th Anniversary Celebration in October 2009, President Barack Obama sent his "warmest greetings" and "congratulations on this milestone." In addition to the President Obama's message, 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.

Currently, the Kennedy Child Study Center has three locations: two in the West Farms section of the Bronx, and our original site on East 67th Street in Manhattan. Our first Bronx site opened in 1978, and with the need for services growing and our programs filled to capacity, we expanded and opened a second location in the area for six additional Preschool classrooms in 2008.

In 1980, our Manhattan site was designated an historic landmark by New York City. Designed by two of the best architectural firms of their time, Buchman & Deisler and Brunner & Tryon, the building was completed in 1890. The brick and terra cotta building is Neo-Italian Renaissance in style. Originally, it was the Mt. Sinai Hospital Dispensary and nurses quarters, after which it served as the home of the Polish Legation until the Center moved into the building in November 1959.

MISSION

The Kennedy Child Study Center is dedicated to assisting young children who are under-going 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.



The Kennedy Child Study Center is approved and funded by the following State and City agencies:

- New York State Education Department (SED) as a Special Education Preschool
- New York City Department of Health and Mental Hygiene (DOHMH) as an Early Intervention provider and Day Care provider
- New York State Office for People With Developmental Disabilities (OPWDD) as a provider of Medicaid Service Coordination and Respite Services

A Message from Michael O'Shaughnessy, Chair of the Board

As Chairman of the Kennedy Board of Directors, I am fortunate to have had many opportunities to visit the Center's programs, both in the Bronx and in Manhattan. With each visit, I am reminded that every day our staff are the heart of the Center as they work on behalf of the children and families we serve.

The excellence of the classroom teachers and teaching assistants always impresses me, and I have highest regard for the related services staff – the speech therapists, psychologists, social workers, and physical and occupational therapists – whose activities are critical for every boy and girl attending our programs. I was pleased to learn that in recognition of these efforts, this year's Annual Report will highlight comments from several staff members on some of their individual goals for the programs and services of the Center. And so, on behalf of my colleagues on the Board of Directors, I thank the entire staff for their daily commitment and dedication to the children and families who rely on our programs for assistance.

Always inspiring, are the looks of delight on the faces of the boys and girls when I visit. Their smiles speak volumes. Many children are pictured on the following pages, and I hope you will find these photographs as heartwarming and uplifting as I do.

In October 2009, the Kennedy Child Study Center celebrated the completion of its 50th year of service to the New York community. As Members of the Board of Directors look to the future, we are assured that the Center's role as a leader and innovator in enabling young children with intellectual challenges and their families to thrive, discover and achieve will continue.

All of us at the Center are grateful for the continuing support of many individuals, corporations and foundations who continue to



demonstrate faith in the important work that takes place everyday at the Center. I want to express my sincere thanks to our 50th Anniversary host, Mutual of America, to all our guests at the celebration, and to our many friends and supporters who helped to make that event such a great success.

I want to recognize my colleagues on the Board of Directors for their personal support. Over the past three years, the Board of Directors has grown to include nine new members who participate actively in the governing process. Volunteers all, each of our Board Members welcomes his or her role and responsibilities, and contributes his or her time and resources on behalf of the Center.

In closing, I want to extend my deep personal appreciation to long-time Board Member Marian Burke. Mrs. Burke announced her retirement from the Board in October 2010. Her guidance, wise counsel and warmth will be greatly missed, but I expect that we will continue to rely on her for advice and support.

Thank you all for helping to ensure the stability of this remarkable agency, and thank you for helping to make the past year such a successful one.

A handwritten signature in black ink, appearing to read "Michael O'Shaughnessy". The signature is fluid and cursive.

Michael O'Shaughnessy
Chairman, Board of Directors

"Our 50th Anniversary celebration in October 2009 marked a major milestone in the distinguished history of the Kennedy Child Study Center."

Mike O'Shaughnessy
Board Chair

A Message from Peter P. Gorham, Executive Director

Looking back over the past year, the words of Charles Dickens come to mind as he opens his epic novel, *A Tale of Two Cities*:

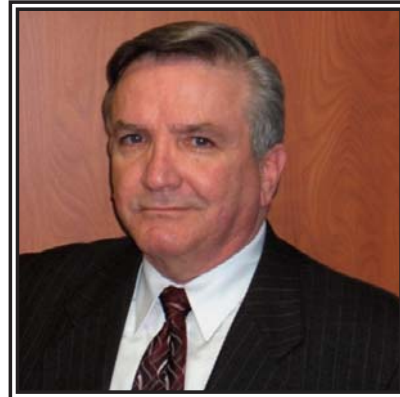
*"It was the best of times, it was the worst of times
..... it was the spring of hope, it was the winter
of despair....."*

To begin, I am pleased to report that some very good things continue to happen at the Kennedy Child Study Center. Thanks to our dedicated staff members, our programs operate at full capacity – reaching children and their families at the earliest possible time in their efforts to obtain assistance. As busy as they are, staff members continue to create intervention strategies to address the specific needs of each of our children.

Yet, non-profit agencies such as Kennedy have faced an extraordinary set of difficulties since this recession began in 2008. Both public funding and private support have been reduced drastically while operational expenses continue to rise. In addition, regulatory oversight has been expanded as a way to control government spending. The result all too frequently has been the demand for repayment due to minor errors in paperwork – despite the fact that the services in question have already been delivered.

Most important, is the unrelenting need for help in all areas of human services, yet there is only public silence on where and when assistance will become available. Looking simply through the lens of economics, we might well characterize current conditions as a "winter of despair."

But thanks to our dedicated Board of Directors, the Center has been able to tackle organizational issues in a timely manner, drawing on the members' advice, jointly and individually, to support our programs and to manage our finances. Both staff



and Board members maintain a singular focus – the children who come through our doors for help. And because of this, the Center has continued to evade the "worst of times."

It appears that for the private sector the future is improving as the economy begins to show signs of recovery. However, the future for the nonprofit sector remains dismal given the bleak state of government finances – particularly in our State and City.

It is widely agreed that there can be no possibility of significant recovery in the human services arena for at least three more years. Because of this, I hope that all of you who care about the future of the children we serve – our staff, Board Members, friends and supporters – will expand your commitment to the Center in some significant way.

Together, we must foster our own "spring of hope."

My thanks for your constant support of the children.

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

Peter P. Gorham

Executive Director

"As an organization, we know well what the consequences will be if the needs of very young children who have developmental disabilities are not adequately addressed."

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 attending the Center's programs range in age from 18-months-old to three-years-old in Early Intervention, and from age three to five-years-old in our therapeutic Special Education Preschool.

Over the years the need for specialized programs and services such as the kind provided by Kennedy has increased dramatically. In response to this growing need, and for the second consecutive year, additional classrooms were added to the program. Even so, all of our Early Intervention and Preschool classes have been filled to capacity and the need for our programs continues growing.

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 some 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.

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 and psychological testing
- ❖ parent counseling and training
- ❖ service coordination and respite
- ❖ music, art and supervised play



"Early Intervention is a special program that provides opportunities for very small children to maximize their development and to enhance their participation in the world in which they live."

Kathryn Almquist
Director,
EI Program



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 for the very youngest children at Kennedy. Most are two-years-old, if a child is younger than two, he or she attends the program with a parent or caregiver. When a child turns three, he or she moves to Preschool program. Last year, 125 children were served in 11 of our Early Intervention classes. Each class has a Master's level teacher and one assistant teacher.

Therapeutic Special Education Preschool

Our Special Education Preschool is a daily, five-hour program. Last year, the Center had 35 Preschool classes in Manhattan and the Bronx, and 600 children attended the program. Depending on the special needs of the individual child, some classes may have only eight children while other classes may have 12 or 13 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.

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. All classes use the play areas daily, and incorporate activities from the Move-to-Improve Early Childhood Program.

"Preschool lays the foundation for life-long learning. Our goal for all children is to develop and refine skills in the areas of play, movement, socialization, language and self help."

Laurence Perry
Assistant Director, Manhattan Programs

"Kennedy has undertaken a major effort to promote physical fitness with our children and their parents. Our goal is simple: to have our children as fit as possible when they enter kindergarten."

Jill O'Reilly Director, Bronx Preschool Program



Related Services: Speech, Occupational & Physical Therapies

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.

“Occupational and physical therapists use play to help children achieve age appropriate developmental milestones and help them improve their participation in both gross and fine motor activities with peers. ”

Tristan Dulangon and Jenny Gordon
Supervisors, OT/PT Programs

Family Support and Medicaid Service Coordination

Parent involvement is an important component of our programs. At Kennedy, 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, more than 200 families were served in such areas as housing 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 more than 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.



“Because communication disorders carry the potential to isolate individuals from their social and educational surroundings, it is essential for them to receive timely intervention.”

Ivette Ortiz
Director, Speech-Language
Pathology Services



“Experience demonstrates that active involvement of family caregivers helps to ensure success for a child dealing with a developmental challenge.”

Ann M. Scully
Health and Social Services
Administrator

Respite Program

Our Respite Program offers parents and caregivers a break from the daily routine of caring for a disabled child during the summer and winter school vacations, and on most Saturdays during the year. During the past year, about 100 children attended Respite programs at the Center. The need for Respite programs in our Bronx and Manhattan communities continues to grow.

Children attending Respite take part in a variety of activities, including trips to parks, plays, and museums, movies. The program is sponsored by the New York State Office for People with Developmental Disabilities (OPWDD) and offers bus service, snack and lunch.

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.

We 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. We also provide teacher assistants with scholarship support. During the past year, 14 teachers or teacher assistants were granted scholarship assistance to pursue either a Bachelor of Arts or Master's Degree. Of those recipients, four teacher assistants earned a Bachelor of Arts Degree and two earned in Associate of Arts Degree.

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.

"To ensure full compliance with the many regulations governing service delivery, program and service supervision was unified across the sites in the areas of social services and health, speech and language communication, Early Intervention, and Building Services."

Joan Dwyer
Chief Operating Officer

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

In addition, Center Executive Director Peter Gorham met last summer with Hunter College President Jennifer Raab and set into motion a process for collaborating on programmatic issues in special education and social work. Some of the opportunities for collaboration include partnering with Hunter College's Regional Center for Autism Spectrum Disorders, and workshops for staff, parents, and families on special education topics.

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.



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, 2009 and June 30, 2010. 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.

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The donor list reflects actual gifts received between July 1, 2009 and June 30, 2010. Every effort has been made to ensure accuracy. If your name is incorrect or if your name has been omitted, please contact the Development Office at 212-988-9500. We sincerely regret any errors or omissions.

Financial Highlights

July 1, 2009-June 30, 2010

AGENCY REVENUE

Service Fees from Government Contracts	\$15,552,468
Government Grants	<u>768,208</u>
Total Revenue	\$16,320,676

AGENCY EXPENSES

Salaries	\$ 9,524,091
Employee Benefits	<u>3,124,878</u>
Total Staff Expenses	\$12,648,969
Contracted Health Services (Therapists, etc.)	\$ <u>1,826,689</u>
Total Direct Service Expenses	\$14,475,658
Rent, Utilities, Program & Other Supplies	\$ 1,149,091
Other Expenses	<u>\$ 1,029,909</u>
Total Other Expenses	\$ 2,179,000

TOTAL EXPENSES \$16,654,658

Deficiency of Government Revenue Over Expenses \$ (333,982)

Non-Government Support

Contributions and Grants*	\$ 173,012
Investment Income	24,920
Miscellaneous Fees	<u>629</u>
Total Non-Government Support	\$ 198,561

Surplus (Deficit) \$ (135,421)

The above revenue and expense figures do not reflect in-kind rent or in-kind direct benefits to donors.

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Joan Dwyer, *Chief Operating Officer*

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Annual Report 2009-2010 is a publication of the Kennedy Child Study Center. Peter P. Gorham, Executive Director. Editor and designer, Sari Anthony, Director of Development & Communications.

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PETER P. GORHAM
EXECUTIVE DIRECTOR

