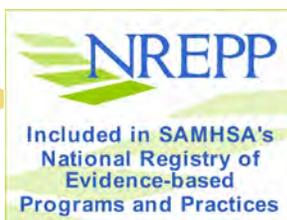


Children of Divorce Intervention Program (CODIP) Receives National Recognition

Children's Institute has recently been notified that the Children of Divorce Intervention Program (CODIP) is now listed in the National Registry of Evidence-based Programs and Practices (NREPP)*. The NREPP is a searchable online registry of mental health and substance abuse interventions that have been reviewed and rated by independent reviewers. The purpose of the registry is to assist the public in identifying scientifically-based approaches to preventing and treating mental and/or substance use disorders that can be readily disseminated to the field. As part of its review process, NREPP rates the quality of the research supporting intervention outcomes and the quality and availability of training and implementation materials.

Developed by Children's Institute, CODIP is a school-based preventive intervention for groups of children ages 5-14 who are dealing with the challenges of parental separation and divorce. Since its inception in 1982, the program has helped thousands of children in countries around the world including the United States, Canada, New Zealand, and Australia cope more effectively with parental divorce. Program materials are available for purchase at www.childrensinstitute.net/store/resource-materials.

**The NREPP is maintained by the Substance Abuse and Mental Health Services Administration (SAMHSA) whose mission is to reduce the impact of substance abuse and mental illness on America's communities.*



Elementary School Educators Gather to Support Students' Social and Emotional Learning

More than 100 elementary school educators attended a conference sponsored by Children's Institute held at the Woodcliff Hotel and Spa, Rochester, NY, on October 3 and 4, 2012 to learn how to implement Primary Project. A national, evidence-based program, Primary Project focuses on students who are just beginning to show signs of behavior difficulties in pre-k through 3rd grade. According to program director Mary Ann Peabody, "Primary Project reduces behavior problems in children which, left unchecked, contribute to poor student outcomes. Social and emotional learning is a cornerstone for academic learning, and Primary Project supports this emotional development."



Keynote speaker, Rebekah Crofford (Associate Professor, Roberts Wesleyan College) spoke on the power of relationships in child development and resiliency. Crofford, who teaches social work and serves as a counselor at the college's counseling center, cited research showing that students

perform better in school when they have a personal relationship with a caring adult. She further noted that Primary Project's approach of incorporating play in the presence of a caring adult is essential to developing social, emotional, and intellectual skills and resiliency in young students who are experiencing difficulties in school. Crofford quoted Fred Rogers, creator and host of the popular children's television program, *Mr. Rogers Neighborhood*, who said, "Play is often talked about as if it was a relief from serious learning, but for children, play is serious learning." During play therapy, children learn self-respect, self-control, problem solving skills, self-confidence, self-direction, and responsibility for themselves and their own choices.

The conference featured professional development workshops on program implementation as well as managing transitions, using data to improve programs, parent engagement, and the importance of relationships in our lives. Mark Turner, retired principal from Rush-Henrietta and Primary Project consultant, facilitated a panel of school principals that included Roshon Bradley, RCSD School No. 57, Rochester, NY; Brian Brooks, Pal-Mac Primary School, Palmyra, NY; and Andrew Lyle, Charter School for Applied Technology, Buffalo, NY. Workshop presenters included Deirdre Lupoli, School Social Worker, John L. Edwards Primary School, Hudson, NY; Kathy



Eisele, Social Worker, Westmoreland Elementary School, Westmoreland, NY; Mary C. Michelfelder, Lake Placid Elementary School, Lake Placid, NY; Mary Carol Dearing, Social Worker, Country Parkway Elementary School, Williamsville, NY; Liz Novine, Guidance Counselor, Montgomery C. Smith Intermediate School, Hudson, NY; and Marie Dionne, Charter School for Applied Technology, Buffalo, NY. Also in attendance were Deborah Johnson, Director of National Services, and Shelley Sanyshn, Clinical Associate, both of Children's Institute; and Patricia Emmanuel, Account Manager, SophiTec.

This year, Primary Project, which serves children across the country and in Toronto, ON, Canada, celebrated 55 years of operation.

Congress Extends the IRA Charitable Rollover

On January 1, 2013, Congress passed and President Obama signed into law H.R.8, the American Taxpayer Relief Act of 2012 (ATRA), extending the IRA Charitable Rollover provision until December 31, 2013. ATRA allows owners (aged 70½ or older) of traditional and Roth IRAs the ability to distribute directly, or "rollover," to qualified charities up to \$100,000 per year without the distribution being counted as taxable income, but allowing the distribution to count toward the annual minimum required distribution. To take advantage of this opportunity to make a gift to Children's Institute, donors should consult with their legal and financial consultants. Charitable distributions must be made before January 1, 2014.

Children's Institute Presents Final Report on Partners in Family Child Care

In a 2007 survey, group family child care providers in the city of Rochester expressed an acute need for resources to ensure that children have the literacy, social, and emotional skills to succeed in school and throughout life. With the generous support of several individuals, businesses, and foundations, Partners in Family Child Care began as a project of Children's Institute in partnership with Family Child Care Satellites of Greater Rochester at Rochester Childfirst Network and Family Resource Centers of Crestwood Children's Center.

Goals of the program were to improve the quality of group family child care, improve outcomes for children, and to increase the number of children receiving necessary community services. Over the past four years, the project enrolled 100 providers and their assistants who received 10-month home visiting services by specially-trained mentors. Group providers are the most stable of home-based caregivers and are able to affect 200-300 children over their careers.

On December 5, 2012, Children's Institute presented its Year 4 Report on Partners in Family Child Care to the program's funders. Staff members reported the program had a positive effect on the children enrolled in the home visiting program and on the child care providers as well. Major findings indicated that children demonstrated growth substantially above developmental expectations in both early literacy and overall development, and providers demonstrated statistically significant growth in the quality of the early literacy environment.



Year 4 of the program incorporated a targeted method, known as the Stage of Change Approach, to recognize and respond to providers' readiness to change the way they are providing services in order to improve child outcomes. This technique allows for individualizing the literacy curriculum and tailoring it to meet the needs of individual children in a given program. As a result of the final year's work, additional opportunities for research have been identified and are being pursued with the potential for broader application of the Stage of Change Approach.

Children's Institute would like to acknowledge the cooperation and support of funders, home visitors, master observers, early literacy project consultants, community volunteers, and project staff—all of whom played an important role in making this project possible.

Childcare DOLLAR\$ Project Winds Down

Since May 2006, working parents residing in Monroe County who met the stated criteria have had the opportunity to apply for child care subsidies through the Monroe County Child Care Subsidy Project (Childcare DOLLAR\$). The project was made possible through the leadership efforts of former Assemblymember Susan John, Assemblymember Harry B. Bronson, the Monroe County Chapter of the New York Union Child Care Coalition, the Early Childhood Education Quality Council, and the Family Child Care Satellites of Greater Rochester at Rochester Childfirst Network. Many community partners and volunteers worked jointly to deliver the project to families, with Children's Institute as the designated project administrator.

The focus of Childcare DOLLAR\$ was to provide ongoing support and outreach to working families to encourage them to seek out regulated, quality child care options as a benefit of the subsidy project. Originally funded for a three-year period with a \$2.5 million appropriation in the New York State budget, Childcare DOLLAR\$ was reappropriated for an additional three years because local officials observed the positive impact on the community and those families that were served.

Since inception, over 1,000 children have been served through Childcare DOLLAR\$. Over the past year alone, 760 families applied for assistance; 530 children and 342 families were supported by the project. In its 2011-2012 project report, Children's Institute stated, "Based on the progress in increasing enrollments, and the expressed need of child care support, we recommend that the Childcare DOLLAR\$ project continue to support working families in Monroe County. A reinstatement and increase of funds would allow the project to support more families given the established pattern of need."

Despite an increase in application submissions, reductions in state aid and cuts to subsidy funding for children in Monroe County have created a lack of funding, and no additional applications are being processed at this time. Parents may apply for Income Eligible Daycare pending availability of funds and meeting income guidelines by submitting an application to:

Monroe County Department of Social Services
Team 76—Income Eligible Daycare
691 St. Paul Street, 5th Floor
Rochester, NY 14605



Donors and Supporters Recognized at Woodcliff Reception

The October Primary Project conference offered a unique opportunity for donors and supporters of Children’s Institute to meet and mingle with project staff and those who work directly with children in classrooms. An hors d’oeuvres reception was held at Woodcliff Hotel and Spa on Wednesday, October 3, to recognize and honor those who support the agency’s work. Members of Children’s Institute’s staff and board of directors, local elected officials, and conference attendees offered their thanks to over 50 donors who help to make the work of Children’s Institute possible through their generous financial contributions.

According to Jane Passamonte, Senior Development Associate, “We work hard to communicate the impact of our work so our donors know that their gifts have had a positive effect on those whom we serve. We hope that giving donors an opportunity to talk directly with those who benefit from our programs is encouraging both to program supporters and recipients.”

Mary Anne Peabody, Director of Primary Project, offered her thanks to elected officials who fought to keep Primary Project funding alive when it was eliminated from the state budget in 2011. That funding was fully reinstated as a result of the bi-partisan support of legislators across New York State. Ali Touhey, Chief of Staff, Office of Assemblyman Sean Hanna; Rich Turner, Chief of Staff, Office of Assemblyman Mark Johns; David Seeley, Regional Representative, NYS Governor’s Office; and the Honorable Joseph Morelle were in attendance.

Donna DePeters, Board Chair, recognized a generous gift from the estate of Donna Fielding and presented Ron Fielding with a certificate naming Donna a founding

member of the agency’s Legacy Society. Donna served on Children’s Institute’s board of directors for many years and worked tirelessly to advance the common purpose of strengthening children’s social and emotional health and helping children succeed. In 2009, Children’s Institute welcomed Donna into the Coterie of Children’s Institute—a close circle of friends who have provided significant, sustained, and very special support for the organization. DePeters also thanked Ron for being a strong advocate for Children’s Institute, serving with Donna as co-chair for our capital campaign and supporting the agency’s work.

Following the recognition of donors, DePeters invited all to join in viewing a new Primary Project DVD entitled “Creating Connections” which was made possible through a legacy gift from Marie Hanson Miller, a former member of the board of directors.

Special thanks to JPMorgan Chase for donating \$25,000 to fund a Longitudinal Study of the Parent Appraisal of Children’s Experiences (PACE) to develop procedures to expedite early identification of children at high risk of school failure and allow effective intervention services to improve their scholastic outcomes. Previously, JPMorgan Chase provided four years of funding for Partners in Family Child Care, a program that provided training to family childcare providers to improve early literacy skills for many of our community’s children.

Welcome Aboard



Amy Delaplane Gee, Ph.D., joined Children's Institute as a research associate. Amy has a Doctorate in Applied Developmental Psychology with a minor in Research Methodology. Prior to joining Children's Institute, Amy served as assistant to the co-director of the University of Pittsburgh's Office of Child Development and played a significant role in the research and creation of a child welfare assessment tool piloted in Ukraine for the USAID project. She has assisted in the training of professionals in the assessment of staff and children in Nicaragua and served as adjunct faculty member at Carnegie Mellon University's Heinz School of Public Policy teaching Program Evaluation. Amy's current work at Children's Institute involves research and evaluation of childhood obesity issues in collaboration with the Greater Rochester Health Foundation.



Dianne Cooney Miner, Ph.D., RN, CNS, joined the Board of Directors. Diane currently serves as the Founding Dean, Wegmans School of Nursing at St. John Fisher College. After earning her Diploma in Nursing at Crouse-Irving Memorial Hospital School of Nursing in Syracuse, Diane pursued a Bachelor's at Syracuse University and then a Master of Science in Nursing from Binghamton University and a Doctor of Philosophy in Nursing from Adelphi University in Garden City, NY. Dianne has a distinguished record as an educator, researcher and author and was a finalist for the 2012 Athena Women's Leadership Award. She is a Fellow of the American Academy of Nursing and currently serves as a member of the Board of Directors at The Children's Agenda, the Board of Trustees of F.F. Thompson Health System in Canandaigua, and the Steering Committee of the New York State Workforce Institute for Nursing.



Thomas J. Rogers, CPA, MBA, joined the Board of Directors of Children's Institute. Tom is a graduate of the State University at Buffalo and the Simon Graduate School of Business, University of Rochester, and currently holds the position of President and Chief Operating Officer, Broadstone Real Estate, LLC. He is a Certified Public Accountant and a Certified Financial Planner and a recipient of the Rochester 40 Under 40 Award and the Greater Rochester Award for Board Leadership. Tom has served on the Board of Directors for The Center for Youth Services, Flower City Habitat for Humanity and Rochester Hearing and Speech Center and currently serves as a Board member for Ronald McDonald House Charities and United Way of Greater Rochester, where he chairs the Audit Committee.



Allison Skillman joined Children's Institute as the front desk receptionist. She is a recent graduate of Keuka College where she completed her Bachelor's degree in English with a concentration in Communications. As an undergrad, she interned at Family Life Radio in Bath, NY, writing and recording stories for on-air newscasts. A native of Rochester, Allison loves to travel, her most recent adventure being a road trip around the eastern US to explore the birthplaces of some of our nation's greatest authors. When she is at home, Allison enjoys cultivating her culinary skills and playing her guitar.



Edy Zordan, BCBA, joined Children's Institute as a school psychology intern. Edy works in the National Services area and is primarily involved in the Building All Skills In Children (BASIS) program. Edy is interested in best practices of children's social emotional assessment and intervention. She is expected to earn her Master's in School Psychology from Roberts Wesleyan College in May 2013.

Long-time Employee, Sharon DeVita, Retires



Sharon DeVita, MBA, began her employment in 1977 as a secretary, when Children's Institute was known as Primary Mental Health Project (PMHP). In fact, she remembers the exact day she began—it was the first day of spring. After having served longer than any other employee with the exception of Emory Cowen, the first Executive Director, Sharon retired in December, 2012. A graduate of the University of Rochester and the Simon School of Business, Sharon was ultimately named Director of Finance and served in that capacity until her retirement.

Over the years, Sharon developed deep and meaningful relationships with board members, staff, funders, and community partners who worked directly with children. When asked what kept her at Children's Institute, Sharon said, "When I began, we had only one program, Primary Project. Still today, there's nothing like it anywhere that truly helps children early on. Children need a safe place; with Primary Project they feel safe and can talk about whatever is on their minds." Sharon continued, "I've personally seen the positive impact that Primary Project has on children. Its focus on children and its relationship with schools is what makes Children's Institute unique."

Sharon reports that she is enjoying having time for traveling, seeing old friends, and relaxing at home. The Children's Institute team wishes to express its gratitude to Sharon for her long-term commitment and wishes her all the best in this new phase of her life.



A Note from the Director



In this issue, you will read about the Primary Project conference that was held this past October at the Woodcliff Hotel and Spa, Rochester, NY. The theme of the conference was "Relevance, Relationships, and Resiliency." Rebekah Crofford (Associate Professor, Roberts Wesleyan College) offered the keynote address and spoke about the power of relationships in child development and resiliency.

The recent tragic events in Newtown, Connecticut, and other places across our nation speak again to the importance of social and emotional health and early intervention for those who face difficulties that can impact their healthy development. We know that solutions and services grounded in evaluation and research can make a lasting difference in the lives of children, reducing the need for expensive interventions and treatment later in life. The importance of high-quality early education is well documented both locally and nationally. A longitudinal study by High/Scope shows that an investment of \$1 in quality early childhood education will pay back \$7 in saved social costs within the criminal justice system.

In our research-based Primary Project, we have reached over one million children in more than 2,100 schools, keeping these children in the mainstream for positive learning experiences. Primary Project has endured and evolved and grown to meet the current and ever-changing needs of the children it serves. This year, we have embarked on a new randomized control trial to ensure that the program continues to meet the new challenges faced by children and that child professionals have the latest and most effective tools to help the children in their care face each new challenge successfully.

We also are seeking additional funding to increase the number of schools that implement Primary Project and to provide intensive and superior statewide professional development opportunities regarding NYS Social and Emotional Development and Learning (SEDL) standards for teachers and other school professionals who service children.

We are grateful for your support in ensuring that our community's children have the best foundation for success now and as future citizens of our community.

—A. Dirk Hightower, Ph.D., Executive Director

children's institute

STRENGTHENING SOCIAL AND
EMOTIONAL HEALTH

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