



Partnership with Children

Annual Report 2002



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Dear Friends:

This has been a year of significant achievements for Partnership with Children. Steadfast in our mission to support the social, emotional and cognitive development of at-risk children and build their resiliency, our Open Heart-Open Mind and Life Steps programs have gained a new level of momentum, influence and recognition. Partnership with Children was one of the first resources available for New York City school children and their families when the tragedy of September 11th occurred. With the generosity of donors, we proactively created a comprehensive crisis response and trauma support initiative that continues today to help thousands of children, parents and caregivers, who still experience lingering post-traumatic stress and grief.



Through our responsiveness and commitment to public service, Partnership with Children has met the unique challenges of the past year and moved forward to new horizons of program implementation. Partnership with Children is enjoying exciting growth both in numbers and programmatically. We have created new initiatives in response to today's challenging environment that reflect our goal of providing comprehensive, responsive and flexible services to support the healthy development of at-risk children and teens.

We are now serving 5,000 children, up from 2,700 in June 2001, in eight schools in Brooklyn, Manhattan and Queens and our Life Steps program. We have piloted a successful summer school wrap around program, which we intend to bring to more school communities in the coming year. Having just entered two middle schools, we are now engaged in the rewarding process of adapting Open Heart-Open Mind to the distinct social and emotional needs of adolescents. Partnership with Children has implemented a fee-for-service training and technical assistance component for school personnel and leadership and program staff of nonprofit organizations throughout New York City.



The growth of our program services is matched by the high caliber and compassion of our staff. Each and every day, they assist, counsel and inspire thousands of children, youth and their families. The philanthropic community has been very supportive of our mission. We are grateful to our many supporters, partners, government, individuals, corporations and foundations that make Partnership with Children's achievements possible.

Sincerely,

Allison Bodenmann
President, Board of Directors

Michelle Sidrane
Executive Director

Our Programs

PARTNERSHIP WITH CHILDREN, one of New York's oldest social services agencies, provides emotional and social support for children, youth and their families in New York City. We provide early intervention, counseling and preventive services through *Life Steps*, a preventive care program for adolescents, and *Open Heart-Open Mind*, a unique school-based counseling and support program for students in underperforming New York City public schools. Teams of degreed social workers are placed full-time and onsite in at-risk schools during the school day, in recognition of the fact that school is second only to family in influencing a child's development.

The goal of *Open Heart-Open Mind* is to increase the resiliency of low-income, at-risk children and to help them prepare for their future as productive adults. Specifically, Partnership with Children works to expand the social and emotional development of vulnerable inner city elementary school children so that they can improve their coping skills, set free cognitive energy and come to school ready and able to learn. An annual, independent evaluation is conducted to measure the outcomes of *Open Heart-Open Mind* on children, teachers, parents and the school environment. Among the many positive outcomes are reduced childhood violence, improved academic performance and school attendance, support for parents, teachers and guardians, improved school climate and fostering a positive pathway to high school graduation.

Open Heart-Open Mind program was developed in 1992 and implemented in one struggling elementary school on Manhattan's Lower East Side. In school year 2003, we will serve 5,000 children in a total of ten public schools, two in Manhattan's District 1 (Lower East Side), seven in Brooklyn's District 13 (Fort Greene/Bedford Stuyvesant.) and one school in District 30 in Queens. *Open Heart-Open Mind* is comprehensive, responsive and flexible and is customized to the distinct needs of the school, child and community.

Partnership with Children has extensive experience working with young adults through its counseling and support program, *Life Steps*, which has been operating in Brooklyn since 1983. *Life Steps* attracts young people in need from all over Brooklyn. Its services focus on individual, family and group counseling, home



and school-based interventions, court advocacy and psychological and psychiatric evaluations. *The Life Steps'* staff of Master's level social workers/counselors assist teens with a wide range of issues, including peer relationships, independent living skills, family roles and relationships, conflict and anger management, alcohol and substance abuse, sexuality, teen pregnancy prevention, and entry into the workforce.

Group workshops and activities for early adolescents and adolescents focus on socialization, team building and leadership skills development, family dynamics, stress reduction, community building, conflict resolution and improvement of peer and family relationships. As *Open Heart-Open Mind* expands into middle school and high school, Partnership with Children is maximizing the innovations and expertise of the *Life Steps* program in concert with *Open Heart-Open Mind*. We are implementing the *Life Steps* group program in one middle school in Brooklyn's District 13.

Partnership with Children's long-term goal is to provide replication training and technical assistance in order to disseminate our model for school success in urban centers across the country. Today we are providing training on developmental, intervention and school climate issues to teachers, parents and leadership and program staff of social services and educational organizations.

...school is second only to family in influencing a child's development.



2001-2002 Results

in Partnership with Children schools include:

4.2% reduction in the amount of students scoring in the lowest quartile on the state-wide English Language Arts test, as compared to a 1.8% reduction at comparison schools.

132% increase in the amount of positive verbal interaction initiated by teachers towards their students in classes with PWC core services.

26% reduction in disruptive behavior of students.

389% increase in the amount of positive verbal interaction between PWC students and their peers.

98% of parents interviewed noticed improved behavior in their children, and 82% report that their children now do more homework.

75% of children interviewed report that PWC has helped them to like school more, and 96% feel better about themselves.

64% of the teachers thought the program helped children do better academically.



PARTNERSHIP WITH CHILDREN, with funding from Robin Hood 9/11 Relief Fund, implemented a modified version of its OPEN HEART-OPEN MIND model during summer school 2002 as an extended day program at PS 64. PARTNERSHIP WITH CHILDREN'S impact on the students was:

100% stated that they felt better about themselves as a result of participating in the program and that PWC social workers helped them academically.

100% stated that PWC staff made them feel safer at school; 80% felt much safer and 20% safer.

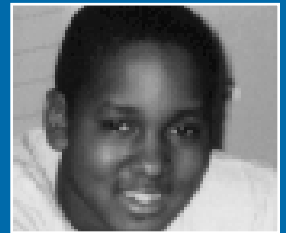
100% responded affirmatively when asked if PWC had helped them with their feelings and indicated that they would like to participate in PWC programs during the school year.

90% of the students participating in PWC's program, and for who pass/fail data was available, passed summer school.



Financial Highlights

Fiscal Year Ended June 30, 2002



PERCENTAGE OF TOTAL

Operating Revenue and Other Support

Contributions	\$1,252,585	43.6%
Special Events (net of direct costs)	263,453	9.2%
Government and Schools	<u>1,354,987</u>	47.2%
Total Operating Revenue and Other Support	<u>2,871,025</u>	100.0%

Expenses

Program Services	<u>2,031,503</u>	80.5%
Supporting Services		
Management and General	318,255	12.6%
Fund Raising	<u>175,369</u>	6.9%
Total Supporting Services	<u>493,624</u>	19.5%
Total Expenses	<u>2,525,127</u>	100.0%

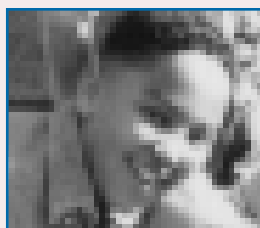
Operating Gain 345,898

Non-operating Revenue and Gains (losses)

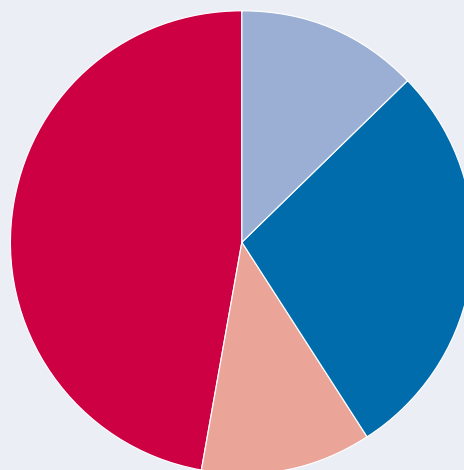
Investment Income (loss)	<u>(75,318)</u>
Change in Net Assets	270,580
Net Assets—Beginning of Year	<u>1,738,116</u>
Net Assets—End of Year	<u>\$2,008,696</u>



Audited financial statement for year ended June 30, 2002 is available upon request.



SOURCES OF REVENUE



- Individuals
\$365,212 12.7%
- Foundations
\$809,985 28.2%
- Corporations and Corporate Foundations
\$340,841 11.9%
- Government and School Grants
\$1,354,987 47.2%
- TOTAL**
\$2,871,025 100.00%

\$100,000+

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We extend our sincerest gratitude to the many other friends and supporters who made personal and in-kind contributions to Partnership with Children in the past year.



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Myra was a bright but troubled fourth grader at P.S. 46 in Brooklyn. She was shy but often acted out in class for attention, and was placed in individual counseling with Partnership with Children. Myra lived in a foster home with seven other children, and while her foster mother was a stable, reliable force in her life, she often did not acknowledge Myra's strengths. Myra kept a diary which she wrote in every day, and was one of the top writers in her class. Her social worker felt the Partnership with Children run newspaper group would show Myra that her talent was recognized. The activity oriented, academic focus of the group could also help Myra interact with her peers in meaningful ways.

At first, Myra exhibited the same acting out behavior in newspaper group that she did in class. She was the only 4th grader in a group of 5th and 6th graders—Partnership with Children had taken a chance putting Myra in the group because her writing ability was on par with the older children. It was soon clear that her immaturity was leading to more problems. Myra sparred verbally with one 6th grader, and even after peer mediation between the two, her behavior did not change.

Once Partnership with Children engaged Myra in discussion about her feelings, she admitted that she felt nervous and afraid others would make fun of her, so she used anger as a defense mechanism. Myra, who as a foster child was especially powerless, was given the choice to stay in the group or not—she decided to stay. Myra was told if she received three strikes for bad behavior, she was out of the group. She did not receive one strike. Myra even developed a very positive relationship with a 6th grader in the group. When her birth mother died later that year, Partnership with Children helped her process her grief. Once a child that never revealed her feelings, she was now able to express her sorrow. It was clear that with Partnership with Children's help Myra now felt a sense of belonging she had not experienced before.

Travis, a sixth grader, was deeply affected by the events of September 11th. Known among his peers as the boy “who did not talk” because of his severe shyness and withdrawn behavior, he was traumatized by the World Trade Center attacks. Two days later, his mother asked for Partnership with Children's help. Travis had lost his appetite and had recurring nightmares of the terrorist attack. He continually talked to his mother about his fear that the country was going to war and was unable to sleep unless his mother remained in the same room with him.

A bright, but fragile child, Travis needed help to work through his feelings and move forward.

Travis' mother was in agreement that he would benefit from weekly counseling sessions with a Partnership with Children social worker. In these sessions he explored his anxious feelings as well as his isolation both in the classroom and in the home. Initially the discussions focused on details about September 11th, including information Travis heard on the media. He even presented his counselor with a mathematical equation he found on the internet that he believed revealed the secrets behind the plan of attack.

Over time, Travis grew more comfortable and trusting in counseling and started to talk about his interests including baseball cards and super heroes. He became more verbal in class and with his peers. To improve his social skills, Travis joined the Partnership with Children newspaper group. Travis received individual and group counseling until his graduation to seventh grade. He learned how to express his feelings of fear and anxiety and develop age appropriate peer relationships. Now a seventh grader, he is still sometimes hesitant to communicate with his teacher, but is involved and excited to be part of the new school environment.



Success Stories



Partnership with Children

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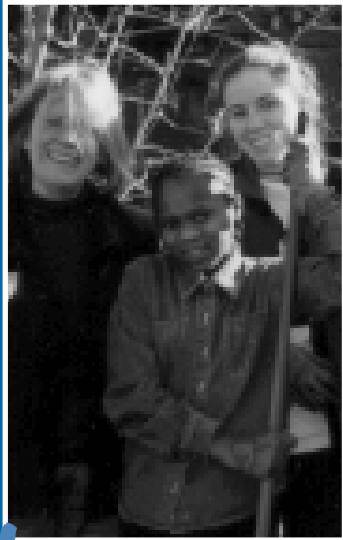
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Our mission is to
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emotional, social and
cognitive skills of
at-risk children so that
they can succeed in
school, in society and
in their lives.

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