

A photograph of three children from behind, standing in front of a red brick wall. They are using white chalk to draw a large, simple outline of a person or figure on the wall. The child on the left is wearing a blue t-shirt, the middle child is wearing a white t-shirt, and the child on the right is wearing a black t-shirt with the word 'ambonista' visible on the sleeve. The scene is brightly lit, suggesting an outdoor setting.

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Bringing hope

Annual Report 2009-2010



Annual Report 2009-2010

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Our mission is to promote and support the healthy development of children and to strengthen the families and communities in which they live.

The values and principles that guide us in our work and are reflected in our programs and services are:

- Service excellence
- Research and evaluation
- Innovation
- Collaboration
- Continuous learning and sharing knowledge
- Responsiveness
- A family-centered approach
- Diversity
- Social justice
- Accountability

At Child Development Institute we celebrate children. We celebrate their potential, development, and resilience. We believe in them. And we believe that it's our responsibility to help them develop the skills they will need to be the very best they can be.

As volunteer leaders of one of Toronto's leading agencies for child development, we also have a responsibility to you: our donors and partners who make our work possible. This is our report to you, and to the parents and caregivers who entrust us with their precious children.

One of our main goals is to secure the future of our leading programs. It surprises us that we have not yet achieved core funding for our SNAP® Girls Connection: it is a model program, promoted by our government and others beyond our borders. It's also widely replicated in practice and frequently quoted in research. We will continue to work on that front. Happily, we can report remarkable success elsewhere. With the tremendous contribution of Toronto's volunteer and philanthropic community, we broke all previous records for support for our early intervention (children's mental health) and family violence programs. We owe a tremendous debt of gratitude to all our supporters, and especially those who made additional contributions to help us celebrate our 100th anniversary.

"Are we on the right track, and delivering the best results possible?" As members of the Board, and also as representatives of our community, we continually pose this question. We review scorecards – not just our own, but our sector's – and explore new possibilities. This year, we have overseen the transition of our residential program to a new in-home, in-community model that means more opportunities and fewer disruptions for children and families. We are developing new strategies for our early learning centres during the transition to full-day kindergarten. We are exploring partnerships and collaborations that will offer families more choice and seamless service. And we can proudly report that yes, the evidence is there: we are delivering the right programs and services to help children be the best they can be.



Judith Hinchman, President,
Child Development Institute



Mark Farrell, President,
Child Development Institute Foundation



Child Development Institute will continue to be recognized for innovation and excellence in child development services and research by collaborating and partnering with others who share our values.

- We will continue to provide service excellence. We will strive for continuous improvement and efficiency, through specialized programs, service delivery through partnerships and networks, responsiveness to policy changes, and an entrepreneurial approach.
- We will strengthen our research and evaluation capacity. All our programs and service will be built on an evidence-based foundation. We will develop partnerships that strengthen our scientist-practitioner model. We will enhance our research credentials, and share our research results with others.
- We will build a strong presence to connect people to CDI. We will promote and talk about our work in ways that increase awareness of child development and children's mental health issues, help people understand our programs and priorities, and encourage them to become part of the solution.
- We will strengthen the supporting infrastructure for our programs. We will further develop our professional expertise by encouraging creativity and innovation, supporting team-based approaches and continuous learning, and providing appropriate technology, communications, and physical support for our work. We will plan for strong and capable leadership, now and into the future.
- We will increase and diversify our revenue base. We will continue to build a fund to support our research program. We will secure core funding for our on-going programs. We will develop and grow a fund to support program development and new initiatives. We will create a capital fund to build a centre of excellence that attracts national and international partnerships.

Toronto is a city to celebrate: the diverse neighbourhoods; the richness of our social fabric; and the vibrant urban core. But if we truly cherish our city, we must also confront our challenges and work to protect our future. Across Toronto, we have families in distress, and children who urgently need our support.

We are working to address social issues that threaten the health and welfare of the families and children who live in our city. Leaf through this report and you'll see some sobering statistics. But you'll also see solutions, and hope. Hope that's based on evidence, research, expertise and experience. Hope that's based on helping families tackle their problems, and children overcome obstacles. Hope that's based on the right strategy, and hard work.

Our strategy is ambitious and comprehensive. On the front line, we need the very best programs and services available for children and families. To provide this, we need to be on top of the science and the practice – which is why we invest in research. We need to work with the community as a whole – not just our clients – which is why we strive to engage donors, volunteers and policy-makers in meaningful change. And, if we plan to be here to support families for another decade or two – another century! – then we need to invest in ourselves.

Looking at our goals, and our progress this year, I'm pleased to report that we're "on track." I salute our volunteers, our partners, and our staff for this achievement in this year of budget constraints, additional pressures on families, significant policy changes, and continued financial uncertainty. Thank you all.

But you be the judge. Read on. Read about our programs and the difference they make to children and their families. And think about getting even more involved. We've still got a way go!

As always, I welcome your comments.



Tony Diniz, Executive Director



At any one time, about **3.5% of children between ages 5 to 17 suffer from depression.**

In the teen years, more girls report symptoms; in childhood, there are no such differences between boys and girls.

Only 21% of children 0 to 9 years in Toronto are served by licensed child care

Just **one-quarter** of Toronto's low-income children are covered by child care fee subsidies.

18,000 children are on a waiting list for assistance, including 4,100 infants.

10 to 12% of Toronto children in licensed child care have **special needs**

– in particular children with social/emotional and mental health issues. But just 8.5% currently receive support.

5,000 children stay in a Toronto shelter at least once during a given year.

One-third of children staying in Toronto shelters are under age four. More than half of the children are school-aged, between 5 and 14 years of age.

About **40%** of women who take their children to shelters in Canada do so to **protect the child from psychological abuse,** 18% from physical abuse, and 5% from sexual abuse.

1 in 4 children in Toronto drop out of school before completing grade 12.

In low-income neighbourhoods, the drop-out rate is higher.

6% of children and youth have an anxiety disorder that is serious enough to require treatment.

Over 4% of school-aged children are diagnosed with **Conduct Disorder.** Between 5% and 15% of school-aged children have Oppositional Defiant Disorder.

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Clair Gardens



Not only does research make for better treatment – it results in huge savings to society. For every \$1 invested early, in the right program, to help an at-risk child, we save \$7 in future health and criminal justice costs.

There are typically 7 years of warning before a troubled child becomes a serious juvenile offender. Research helps us understand risk factors and provide appropriate services – helping hundreds of children every year, and creating a safer, caring community.

Evidence shows positive results after working with CDI. For example:

- Parents experience less stress and increased confidence in managing their children's behaviour.
- Children report improved interaction with parents, and demonstrate more "pro-social skills" with teachers and parents.
- Children report fewer associations with peers whom parents consider a "bad influence."

Providing the right programs and services for children requires a commitment to **research and best practice**.

Every year, more than 4,000 children and their families come to CDI. Whether parents want to enroll their kids in our universal programs such as our Early Learning Centres or our Ontario Early Years Centre, or are looking for more targeted programs such as family counselling or early intervention services, we strive to provide the very best service possible. That's why we invest in research, evaluation, and training.

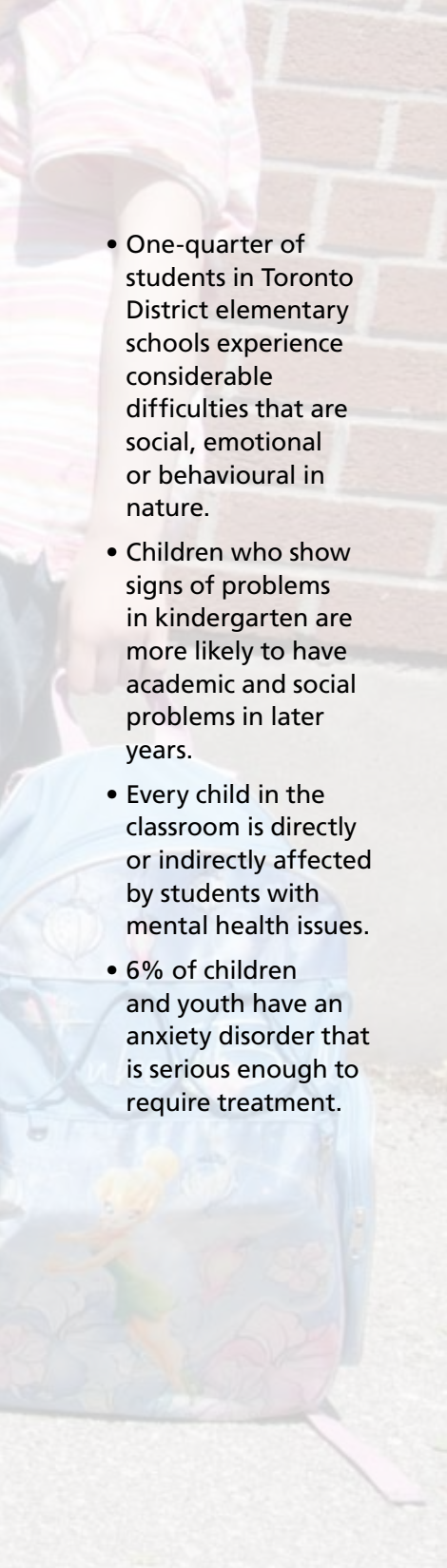
For example, this year our Early Learning staff received specialized training to implement an exciting new evidence-based curriculum, HighScope. And we continued our rewarding collaboration with George Brown College. Partnerships such as these with academic and research institutions contribute to our service excellence in healthy child development.

In our early intervention (children's mental health) services, our focus on research is evident at the first contact with our client families. Boys are assessed using the EARL-20B, a 20-item risk needs assessment tool that measures risk of violence in boys under the age of 12. The EARL-21G is used for girls. These tools were developed from scientific research and clinical experience based on children and families followed over several years.

Research is the foundation of any new program development at CDI. Through research, we are on a path of continuous learning – and we are contributing in exciting new ways to developments in our fields of practice. Through a partnership with the Hospital for Sick Children we are seeing that children who respond positively to our SNAP® programs actually manifest changes in the part of their brain that is responsible for cognitive control and self-regulation. This is an exciting discovery that will benefit the children and families with whom we work, and thousands more through our partnerships and commitment to sharing research results.

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- One-quarter of students in Toronto District elementary schools experience considerable difficulties that are social, emotional or behavioural in nature.
 - Children who show signs of problems in kindergarten are more likely to have academic and social problems in later years.
 - Every child in the classroom is directly or indirectly affected by students with mental health issues.
 - 6% of children and youth have an anxiety disorder that is serious enough to require treatment.

Often kids struggling with mental health and behavioural issues have **problems in school.**

The evidence shows: reaching kids early is critical. Behavioural supports in the classroom improve student performance and decrease school violence.

This year, specially-trained CDI Child and Community Workers were present in almost thirty schools in Toronto, offering a range of services. By working closely with teachers, kids had better access to support and treatment.

Consider just a few of the ways we reached students who needed help:

- We helped turn struggling kids into confident learners. Our social skills prevention program, *Start Right*, helped our youngest students – those in kindergarten – improve their social skills and learn to manage in a regular classroom.
- We taught students throughout the city who demonstrated severe behavioural problems our evidence-based program SNAP® (Stop Now and Plan).
- We brought SNAP® to the community and schools as part of our Youth Outreach Program in the Jane and Finch community. Working in schools was the perfect complement to other work we're doing with youth in the area.
- We worked in two small specialized classrooms, where children needed intensive support with learning and behaviour. This treatment class is highly structured and helps young kids get back on the right track for learning and success.

Schools and CDI are natural partners. Working together, we can offer flexible and responsive school-based services. Because we can access at-risk kids in their own schools, these kids will do better in the classroom, in their home and in their community.

Behavioural supports in the classroom improve student performance and decrease school violence.



- The first 5 years of a child's life have a major bearing on his or her future success in school, in the workplace, and many other aspects of a healthy, fulfilling life.
- Effective early learning programs play an enormous role in the identification and prevention of undiagnosed literacy problems and behavioural problems later in life, including incarceration.
- HighScope participants are more likely to graduate from high school, be employed and less likely to be in contact with the law than those who do not participate in the program.

CDI's **early learning centres**

give kids the right start to learning. Research has shown that the first five years of a child's life are the most important for development. For this reason, CDI implemented a new curriculum for our early learning centres, which gives our children a comprehensive learning experience to start their educational careers.

The HighScope approach is an evidence-based early learning curriculum that encourages kids to be actively involved in their learning. They have direct, hands-on experiences with people, objects, events and ideas. By dividing the classroom into defined areas for learning, the children get to practise their decision-making skills by choosing which activity they would like to do. In each area, the materials are similar to those found in the child's home environment. The children then learn how to use everyday items to increase their creativity and learning ability.

Researchers agree that routine is very important in young children. The HighScope curriculum gives kids a daily routine, which can be adapted as needed. The routine actively engages different parts of the child's development, stimulating their planning process, decision-making, memory and social interactions. Investing in this specialized curriculum, and training our staff to provide it, is in line with our commitment to provide the best environment for pre-school children, particularly as we transition to full-day early learning in Ontario.

In providing the HighScope approach, CDI's dedication to giving children the best start is clear. Creating a better future for children, their families and their communities, we will continue to be a leader in early learning.

By implementing the HighScope program, CDI continues to be a leader in early childhood development.



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Poster 1:

Gershwin - Dylan

The Genius of Jewish Song Writers

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- 1 in 5 Ontario children struggles with emotional and behavioural issues.
- Children who do not learn to control their aggressive and anti-social behaviours are prone to have difficulties in school, experience mental health issues, engage in risk taking and substance abuse.
- Many young offenders showed evidence of serious behavioural issues – not yet criminal – between the ages of 7 and 9.

CDI is committed to **safe, healthy communities**. In neighbourhoods across our city, we are making a difference with SNAP® (Stop Now and Plan), our award-winning model for helping children address aggressive or anti-social behaviour. Our Centre for Children Committing Offences (CCCO) leads our work with children – as young as 7 years old – who exhibit violent or delinquent activity, steering them away from a life of chronic crime or high-risk behaviour.

This year, we have made tremendous progress in building strong, safe and vibrant communities across Canada. The National Crime Prevention Centre selected SNAP® as an evidence-based gold standard model. Just one year later, we are working with more than twelve diverse communities, including aboriginal and francophone communities in Yukon, Alberta, Saskatchewan, Ontario and Quebec, to bring SNAP® to children and their families.

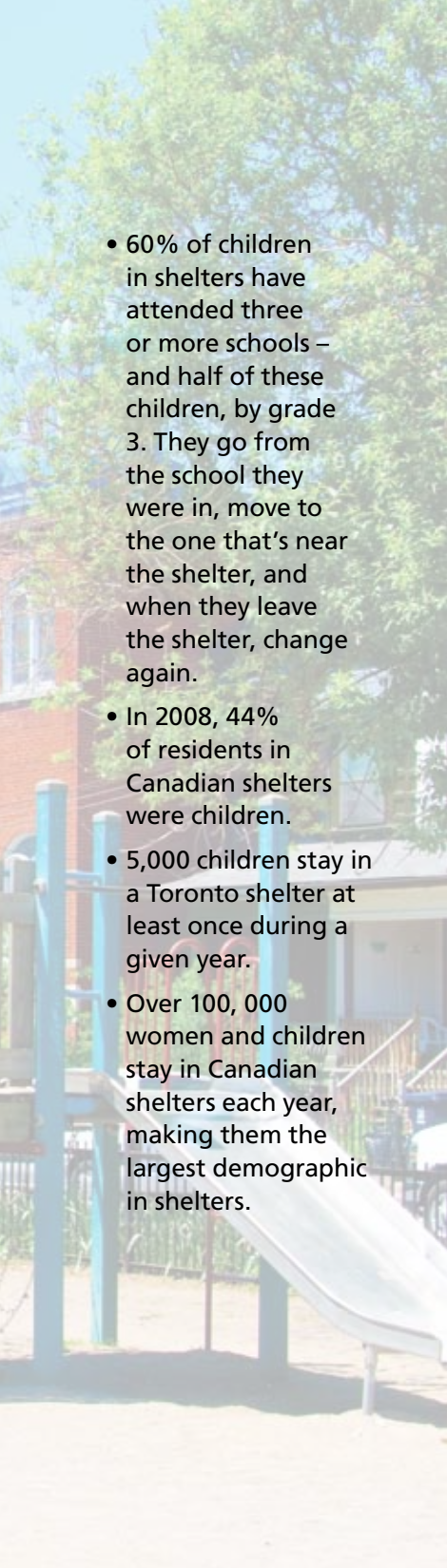
We're also reaching out to communities across the province through our partnerships with school boards. With the SNAP® for Schools Mental Health and the SNAP® for Schools Community Based models, we have expanded service delivery and are now working with the Canadian Safe School Network and the John Howard Society to reach students in eight school board jurisdictions (three francophone) in Ontario.

While SNAP® is the focus of our national and international work, our risk assessment tools and protocols are also being widely replicated. The CCCO team is now working closely with different police services (Ottawa, Toronto, Niagara, Cornwall and Regina) to develop a tool that will help police officers assess the level of risk of young children they come into contact with who are engaging in antisocial activities.

At home in Toronto, in communities across the country and beyond our borders, we are working with children and families to build healthy, safe communities.

We are building strong, safe and vibrant communities across Canada. The National Crime Prevention Centre selected SNAP® as an evidence-based gold standard model.



- 
- 60% of children in shelters have attended three or more schools – and half of these children, by grade 3. They go from the school they were in, move to the one that’s near the shelter, and when they leave the shelter, change again.
 - In 2008, 44% of residents in Canadian shelters were children.
 - 5,000 children stay in a Toronto shelter at least once during a given year.
 - Over 100, 000 women and children stay in Canadian shelters each year, making them the largest demographic in shelters.

In Toronto, families with **kids living in shelters** are the fastest growing homeless population.

School can be intimidating for any child, but it’s especially hard for those who don’t have permanent homes and strong family ties. Our School Liaison Program is designed to help these kids adjust to a new school. From junior kindergarten to grade eight, children are partnered with a School Liaison Worker. These workers are the link between the shelter, the kids, the parent and the school.

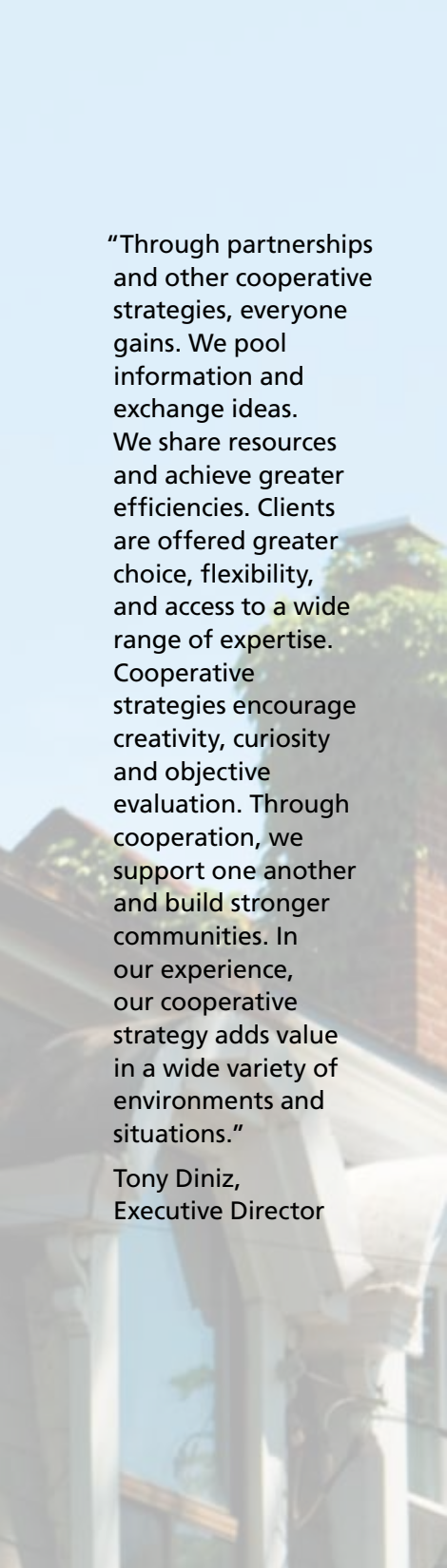
Our workers are the link between the shelter, the kids, the parent and the school.

With most shelter children rapidly changing schools, they suffer from knowledge gaps or from emotional challenges that may negatively impact the process of learning. Helping to make this transition smoother, the worker becomes the bridge between the schools and the shelter providing individual academic, behavioural and social counselling. By collaborating with all the various people involved in the child’s life, the worker ensures that transfers in and out of schools do not leave the child without the supports necessary for his/her success. By functioning as part of a greater team at CDI, Family Violence Services, the worker is able to involve a team of specialists to address the child’s needs in a more holistic manner.

Currently, families are living in shelters longer. The longer children are in the shelter, the more pronounced some of their emotional challenges may become. This can impact their schooling so that it becomes harder for kids to have successful learning in classroom. The School Liaison Program recognizes this need and provides additional supports such as tutoring, backpacks, school supplies and toiletries, and financial support for after-school activities.

We are devoted to children and their families in shelters. With caring community partners, CDI continues to help families in need.





“Through partnerships and other cooperative strategies, everyone gains. We pool information and exchange ideas. We share resources and achieve greater efficiencies. Clients are offered greater choice, flexibility, and access to a wide range of expertise. Cooperative strategies encourage creativity, curiosity and objective evaluation. Through cooperation, we support one another and build stronger communities. In our experience, our cooperative strategy adds value in a wide variety of environments and situations.”

Tony Diniz,
Executive Director

CDI has been **working in partnership** since we first opened our doors. In 1909 we worked with health providers, community groups, churches and groups like the Wimodausis Club. Our collaborative approach has not changed. If anything, we’re joining forces now more than ever. Today our work is strengthened by hundreds of alliances – with schools, shelters, community agencies, corporate funders and countless others.

In the last year alone, dozens of corporate partners helped fund our evidence-based programs. Many partners also became involved with our agency as volunteers and leaders – bringing valuable and diverse experience to our work.

We work in over 30 schools with teachers and educational professionals to address a range of children’s problems. Staff from several different programs are in the classroom teaching SNAP® strategies, helping young kids improve social skills or assisting kids who live in one of our eight partner shelters adjust to a new school.

Thanks to our strong partnership with neighbourhood community agency, Doorsteps, we reach at-risk youth in the Jane and Finch area. By working together, we’ve successfully integrated our proven SNAP® strategy with Doorsteps’ history of connecting with vulnerable youth. We’ve just formed a new partnership to work with families in the neighbourhood who are affected by substance abuse.

We’re leading the Central Agencies Sexual Abuse Treatment (CASAT) program, a community-wide coalition of 40 Toronto agencies who work together to promote recovery from child sexual abuse. This coordinated service approach means better, more consistent access and delivery of services across the city.

Collaboration benefits us all in so many ways. At CDI, it means we are able to plan services and set priorities with the community, leverage resources not usually available to us and maximize every donation we receive. It also means that we can better serve families in need and bring hope to our community.

Our work is strengthened by hundreds of alliances – with schools, shelters, community agencies, corporate funders and countless others.

On June 9, 2010, Minister of Children and Youth Services Laurel Broten launched **howtochill.ca**: a unique, web-based, self-care tool for managing girlhood stress, behaviour problems, depression and anxiety.



howtochill.ca: CDI Board member Vanessa Grant, York University's Dr. Debra Pepler, Hon. Laurel Broten, SNAP® Girls Connection Manager Erin Rajca, and CDI Director of Program Development Dr. Leena Augimeri.



Family and Child Worker Tina Dal Bianco and Teacher of the Year Eddie Ing.



Community Member of the Year Leigh Haines and CDI's School Liaison Worker Asifa Sheikh.



Early Intervention Manager Karen Sewell, Nancy Hamm Award recipient Rissa Raposo-Ferreira.



Corporate Partner of the Year Rob Brouwer, Canadian Managing Partner Clients and Markets at KPMG and CDI Foundation President Mark Farrell.



CDI Activity Group Supervisor Kayla Raposo-Ferreira and **Volunteer of the Year** Daisy Goulart.



Nancy Hamm

Each year, the **Annual General Meeting** reminds us of the incredible partners and supporters we have at CDI. At this year's AGM, we were able to thank some of our amazing friends. With their dedication, outstanding leadership and passion, we are able to bring hope to thousands of children and families this year.

Community Member of the Year: Leigh Haines, Vice Principal of Lord Dufferin Public School, for her determination to advocate for her students and her collaboration with CDI's Shelter Liaison Program. With her optimism and positive energy, Leigh has made a huge impact on her students, parents, school and community.

Volunteer of the Year: Daisy Goulart for her outstanding volunteer work at CDI. With her creative problem solving and compassionate nature, Daisy used the SNAP® principles to promote learning as a positive experience.

Teacher of the Year: Eddie Ing, Howard Junior Public School, for his genuine concern for his students and dedication to the SNAP® program. Eddie's passion for his students is abundantly clear and shows in his compassion to help CDI clients.

Corporate Partner of the Year: KPMG for their almost 30 years of continuous support. KPMG has been a leader in corporate charitable giving, providing talented executives to our Board of Directors, contributing to our work through donations and event sponsorships and promoting United Way giving in the workplace.

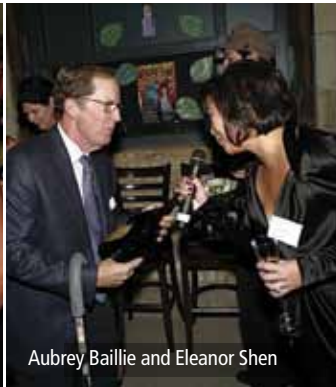
Mary Ellen Burns Award: M&J Family for their ability to respond to adversity with courage, determination, willingness to learn and commitment to their family.

Nancy Hamm Award: Rissa Raposo-Ferreira, a former SNAP® Girls Connection client, for her constant enthusiasm and dedication to the SNAP® program. With her positive attitude, energy and hard work, Rissa is a positive role model for other participants in the program.

A special thank you to those who supported our **100th Anniversary event**, *An Evening of Wonder*.
With your help, CDI raised over \$400,000 for programs to help children and families.



Linda Pincott Kitchen and Chris McCain



Aubrey Baillie and Eleanor Shen



Michele and Pat Meneley



Michael McCain



Linda Pincott Kitchen and Eleanor Shen



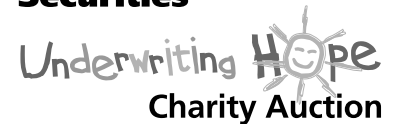
Left to right: Maria and Michael Shakespear Miles, David Feather, Kim Cadario, Karynna Ma and Paul Allan.

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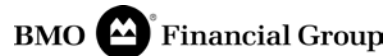
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up to \$1,000

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Lloyd Mullen	Julia Sax	

Thank you to the many individuals, corporations and foundations who helped children and families with a donation this year (April 2009 to March 2010). Because of you, thousands of children and their families received the help they needed.

The following donors have supported CDI with a **cumulative gift of \$50,000 or more**. We are deeply grateful for this extraordinary commitment to CDI and the children and families we serve.

The Catherine and Maxwell Meighen Foundation
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 TD Securities Underwriting Hope Charity Auction
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Financial highlights for the year ended March 31 2010

Child Development Institute

Revenue

Government grants	
HRSDC (Government of Canada)	19,347
MCSS/MCYS (Government of Ontario)	5,681,830
City of Toronto	1,128,246
	<u>6,829,423</u>
Childcare fees and subsidies	4,872,821
United Way	393,643
Donations and other	1,059,036
	<u>13,154,923</u>

Expense

Healthy Child Development	5,483,690
Early Intervention Services	5,826,137
Family Violence Services	737,575
Program Development and Evaluation	546,894
Administration	518,691
	<u>13,112,987</u>
Excess of revenue over expense	<u>41,936</u>

Child Development Institute Foundation

Revenue

Donations	
Individual gifts	207,862
Grants (foundation and corporate)	382,151
Evening of Wonder	417,425
	<u>1,007,438</u>
Investment income (including FMV adjustment)	539,732
Rental income	118,138
	<u>1,665,308</u>

Expense

Donations to CDI programs and services	492,641
Fundraising	115,257
Interest expense and amortization	115,754
Professional fees and administration	71,183
	<u>794,835</u>
Excess of revenue over expense	<u>870,473</u>

Audited statements are available on request.

A sincere thank you to our government and other funders:

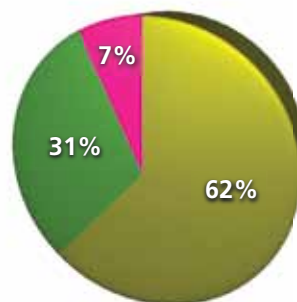
Government of Canada (HRSDC)
 Government of Canada (MCSS/MCYS)
 Children's Hospital of Eastern Ontario (CHEO)
 United Way of Greater Toronto
 UNICEF

Together, we're bringing hope to thousands of children in our city.

Children in our programs:

Healthy Child Development Services	62%
Early Intervention Services	31%
Family Violence Services	7%

We provide a comprehensive range of evidence-based programs and services.



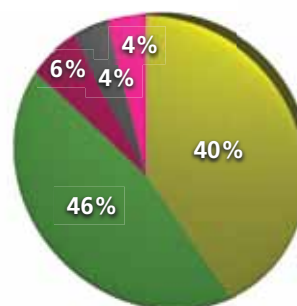
CDI is a great charity. It works within the community and we know our money goes directly to help children.

– Robert Medall,
Bier Markt, donor

How our funding is distributed:

Early Intervention Services	40%
Healthy Child Development Services	46%
Family Violence Services	6%
Program Development	4%
Administration	4%

We are a community-supported agency, with revenue from public funding, private donations, and service fees.

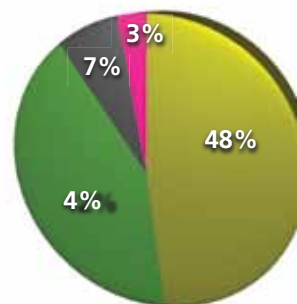


I think it is such a worthy cause. CDI has so many different programs to help children. I donated because I am a child and I think all children deserve a chance.

– Ten-year-old Tierney, donor

Where our funding comes from:

Government funding	48%
Childcare fees and subsidies	42%
Donations/other	7%
United Way	3%







Child Development Institute

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Tony Diniz, Executive Director

197 Euclid Avenue
Toronto ON M6J 2J8

T: 416-603-1827

F: 416-603-6655

Child Development Institute is a registered charity.

Please make donations to Child Development Institute Foundation.

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