...Because every child deserves a childhood
ABOUT US

What we do and who we impact...

Our Mission
Astor provides behavioral health and educational services offering children the opportunity to meet life’s challenges, pursue their dreams, and reach their full potential.

Our Vision
Astor will be the preeminent provider of behavioral health and educational services through high quality, comprehensive services to children and families in New York State.
EXECUTIVE DIRECTOR/CEO

Dear Friends,

Thank you for making Fiscal Year 2016 – 2017 yet another remarkable year for Astor!

Our dedicated Board and staff have done an incredible job at expanding our outreach while strengthening our programs and services.

We continue to expand our programs in the Hudson Valley and the Bronx. This includes building new partnerships and expanding on existing ones. As a result of these expansions, we now serve over 9,000 children (more than a 35% increase from last fiscal year)! A result of our growth has been a reorganization of our lines of business to better leverage new opportunities.

In addition, we engaged in a robust strategic planning process, resulting in a new Strategic Plan that will guide our work for the next five years (2017-2022). This will set the direction of the agency on a course focused on quality programs – data-driven and financially stable – while maintaining our practice of the family as the center of our work. Their satisfaction with our services remains paramount.

Some highlights of the strategic plan include: a revision of our Mission and Vision statements; an outline of our key strategic goals and how they are measured; and tactical positioning to capture new programs/services. The agency’s new strategic plan simultaneously maintains our leadership role in the field of child services. Please visit our website (www.astorservices.org) to view the strategic plan in its entirety.

Astor is stronger than ever due to a broadening community who donate time, talent and resources in support of our important mission. Thank you for wholeheartedly being a part of our Astor’s family! We are looking forward to much more in FY 2017-2018, our 65th year!

James McGuirk, Ph.D.
Executive Director/CEO

Astor Services for Children & Families is a community-based, non-profit organization that provides children’s mental health services, child welfare services, and early childhood development programs. Astor serves children and families in New York State’s Mid-Hudson Valley region and the Bronx.

Through a wide variety of premier quality education and mental health services, Astor provides support for pre-schoolers, children with behavioral and emotional health problems, children at risk of placement in foster care and families that need assistance in developing the skills necessary to raise their children in an environment filled with increasing challenges. Astor currently serves over 11,000 children each year through its prevention, early childhood, special education, community behavioral health and residential treatment programs.
Residential Treatment Programs
(RHINEBECK)

<table>
<thead>
<tr>
<th>Program</th>
<th>Total Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residential Treatment</td>
<td>108</td>
</tr>
<tr>
<td>Facility (RTF)</td>
<td>28</td>
</tr>
<tr>
<td>Residential Treatment</td>
<td>59</td>
</tr>
<tr>
<td>Center (RTC)</td>
<td>21</td>
</tr>
<tr>
<td>Day Program</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>108</strong></td>
</tr>
</tbody>
</table>

Note: Children in these programs attend The Astor Learning Center

Bronx Community-Based Behavioral Health and Prevention Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Total Served</th>
</tr>
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<tbody>
<tr>
<td>Lawrence F. Hickey Center for Child Development</td>
<td>68</td>
</tr>
<tr>
<td>Prevention Programs</td>
<td>73</td>
</tr>
<tr>
<td>Outpatient Clinics</td>
<td>2,451</td>
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<tr>
<td>Day Treatment</td>
<td>176</td>
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<tr>
<td>SYNC</td>
<td>43</td>
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<tr>
<td>Transitions</td>
<td>207</td>
</tr>
<tr>
<td>Care Management*</td>
<td>344</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3,362</strong></td>
</tr>
</tbody>
</table>

*Dcare Management started 12/8/2016
EARLY INTERVENTION MAKES A DIFFERENCE:
Meeting Families Where They Are

Katelynn is six years old, and was born and raised in the Bronx NY, to parents with a background rooted in the values and customs of the Dominican Republic. She lives with her mother, father, an aunt and her maternal grandparents.

Katelynn was presenting with a variety of behaviors in the classroom including difficulty focusing, an internal preoccupation, and having imaginary friends with whom she had loud conversations. She did not have friends outside of school, and was most comfortable relating to adults.

While the teachers and clinicians communicated the behaviors to her family, it was difficult for her mom to accept, saying that she was not displaying the same behavior at home; and that if she is misbehaving, it is because she is “spoiled.”

At the same time, her grandparents did not believe in mental health and promised to go to church more often so no consideration was given to having her evaluated.

Katelynn’s mom indicated that her dad was resistant to seeking professional help, and that she was afraid to speak with him about it. Our staff, recognizing a cultural disconnect, sought ways to work with the family, including speaking with the mother about Katelynn’s potential and their dreams of success for her. They introduced new ideas of living and learning to benefit Katelynn.

Her grandparents agreed that it would be a good idea to learn more about her functioning at school. With the help of the family and our staff, Katelynn’s father met with Astor’s team but was resistant to the idea that his daughter needed to be “diagnosed.”

They also spoke with the father in Spanish about his “American dream” of education. The Astor team talked about finding ways to teach Katelynn in a way that would best help her to succeed.

After many discussions, the family finally accepted help, and in the end the father stated, “I trust you and so do my in-laws. I will give it a try.”

Katelynn is now receiving services at Astor, and is more relaxed. She said that her parents are “less worried” about her now, since receiving services at the clinic.

During a parent-teacher conference, her mother said that the grandparents, now include Astor in their prayers of guidance for their little princess, Katelynn.
“Children of color are disproportionately poor and comprise nearly 70 percent of poor children in America.

Children remain the poorest age group in the nation, and 1 in 5 poor children continue to have the odds stacked against their success.”

CHILDREN’S DEFENSE FUND
2016 U.S. CENSUS BUREAU DATA
Astor Mental Health Clinician (MHC), Ana was assigned a consultation with a 6th grade special education classroom that had been identified as being particularly difficult to manage and whose teachers were having consistent difficulties engaging students and implementing intervention strategies.

Ana engaged the classroom with the support of the school administration and guidance department.

Upon first encountering the classroom, Ana observed students:

- Throwing chairs and desks
- Fighting, yelling and climbing classroom walls
- Disregarding instruction and playing computer games
- Unable to participate in physical education due to safety concerns

After three structured observations, Ana met with the classroom team for a feedback session.

The teachers were eager to hear what was observed – but focused on student’s difficulties, probed for diagnoses and medical treatment, and various ways to “fix” the children.

Ana was able to shift the conversation to a discussion on behavior as a communication skill, and looking for ways to empower and teach students.

Given a new lens, the teachers were motivated to utilize new strategies in the classroom which now include:

- Behavioral goals and objectives co-created by teachers and students with daily review.
- Utilizing developmentally appropriate language and concise verbal/written expectations for the students.

- Students practicing skills like asking for assistance or time away from the classroom.
- Academic tasks were split into smaller units which students could better tolerate and attend to.
- Individual and group contingencies were developed with students reinforcing new behaviors and methods.

Since the implementation of these strategies, there has been a notable decrease in aggression in the classroom. Fights have decreased by approximately 60% and the class is now engaged in physical education.

Class and homework has been completed more consistently, and it has been observed that students are more readily asking for help when they require assistance.

The classroom staff report increased satisfaction not only related to their academic work with students, but greater success in engaging their classroom as a whole. Substantial gains were made in a short period of time and sustained during the year through booster interventions, group discussions and ongoing consultation.
“The youngest children have the highest poverty rates. In 2015, more than one in five infants, toddlers and preschoolers were poor, at the time of greatest brain development.

The number of children in the U.S. under 5 living in poverty: 4,215,000.”

CHILDREN’S DEFENSE FUND – 2016 U.S. CENSUS BUREAU DATA
SUCCESS IN LEARNING LEADS TO SUCCESS IN LIFE:
Jason is on his way!

“Astor helped me to become the man I am today.

I’m greatly thankful for all the support and motivation you guys have given me to succeed.

I’ve since graduated from high school and obtained gainful employment and I know that this would not have been possible without the help I’ve received from the caring people at Astor.

I still have much more to accomplish in life and now it’s much easier for me knowing that there’s always help.”

Jason T.
Looking Ahead: The Next Five Years...

As we embark on our 65th year of serving children and families in FY 2017 - 2018, we are excited for what the future holds and for the opportunity to expand, enhance and develop new services to meet the needs of our changing environment.

“Black and Hispanic children continue to suffer disproportionately from poverty, with the youngest children most at risk of being poor.”

CHILDREN’S DEFENSE FUND
2016 U.S. CENSUS BUREAU DATA
Thank you for your support.

We are deeply grateful to the individuals, businesses, corporations, foundations, and agencies that help Astor Services for Children & Families fulfill its mission.

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If we inadvertently omitted anyone, please contact us at smoorhead@astorservices.org, (845) 871-1117.
## Financial Highlights 2016 - 2017

Astor Services for Children & Families, The Astor Learning Center, The Children’s Foundation of Astor

<table>
<thead>
<tr>
<th>Combined Income 2016-2017</th>
<th>$ Amount</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Support</td>
<td>35,654,689</td>
<td>56.2%</td>
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<tr>
<td>Non-Government Support</td>
<td>1,794,192</td>
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<tr>
<td>Medicaid</td>
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<tr>
<td>Private and Insurance Fees</td>
<td>5,049,824</td>
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<tr>
<td>Other</td>
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<tr>
<td><strong>Total Income</strong></td>
<td><strong>63,403,155</strong></td>
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<table>
<thead>
<tr>
<th>Combined Expenses 2016-2017</th>
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<tbody>
<tr>
<td>Care Management</td>
<td>4,436,420</td>
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<td>Crisis Response</td>
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<tr>
<td>Early Childhood</td>
<td>11,323,983</td>
<td>18.3%</td>
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<td>Education/School Based Programs</td>
<td>11,442,010</td>
<td>18.5%</td>
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<td>Out of Home Placement</td>
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<td>10,304,659</td>
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<tr>
<td>Individuals with Disabilities</td>
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<td>Education Act grant and other</td>
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<td>0.1%</td>
</tr>
<tr>
<td>Support Services</td>
<td>6,416,172</td>
<td>10.4%</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>61,801,534</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>
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We thank them for all the work they do on behalf of our children and families!

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