

APPLES for Children, Inc.

Fiscal Year 2015 Annual Report



APPLES
for Children, Inc.

Table of Contents

Mission Statement & Vision	3
Governing Board President's Message	4
Board of Directors	5
Staff	5
Agency Highlights	6
Consumer Success Highlight	7
Child Care Provider Characteristics	8
Cost of Care	11
Child Population	11
Kindergarten Readiness Assessment 2014-2015	
Garrett County	12
Allegany County	13
Washington County	14
Financial Statements	
Revenue	15
Expenditures	16
Child Care Resource & Referral Program Data	17
Early Childhood Mental Health Program Data	21

Mission Statement

Western Maryland's First Stop for Child Care Solutions.



Vision

Child Care places provide safe, nurturing and educational environments.

Message from the Board President

2014-2015 has been a period of transition for APPLES. It has been a frightening yet exciting journey over the last 12-15 months. We bid farewell to Annette Searfoss and welcomed Heather Glass as our new Executive Director for APPLES. We experienced staff turnover in Garrett/Allegany and Washington counties. We wish only the best to everyone in their new paths and thank them for their service to the organization. We are extremely excited about the talent and enthusiasm we have in our current APPLES staff members.

Through this transition we have, due to the hard work of our staff, met all obligations with our contracts/funders. I would like to take this time to not only thank Heather and the APPLES staff, but the entire Board of Directors for their support as we transversed all the ups and downs of this period!

Now is the time to take a step back and determine the future direction of our organization. We are so thankful to have our constituents to help us more clearly define our future. I'm very excited about the opportunities to increase our value to Parents, Providers, and Partners in providing services to meet the needs of all families in our community.

Regards,

Dawn Harbaugh
President, Board of Directors



APPLES for Children, Inc. Board of Directors

Dawn Harbaugh , President

Craig Fentress, Vice-President

David Bartles, Treasurer

Abigail Andrews, Secretary

Tammy Courtney

Ellen Gercke



Staff

Heather D. Glass, Executive Director

Jillian Wyand, Finance/Human Resources Manager

Megan Ganoë, Quality Enhancement Manager

Stephanie Perez, Professional Development Manager

Melissa Brown, Early Childhood Mental Health Project Manager

Jaime Lohr, Registrar

Agency Highlights

APPLES for Children, Inc. has been providing child care resource and referral services to Garrett, Allegany and Washington counties since 1991 (originally under the auspices of Head Start of Washington County).

We work to:



Promote professional knowledge and skills through professional development, resources and technical assistance.



Improve the quality of care and education by providing information and education materials that help families identify, select, and secure child care that best meets their individual needs.



Increase family and community awareness by ensuring that information is available to make informed decisions about all aspects of care for children.

42 workshops were provided totaling 173.5 training hours

643 child care providers received quality training

Staff provided intensive services through 55 cases.

44 group sessions were held

357 General Technical Assistance Contacts were made to providers and families

77.00 contact hours

17.08 research hours

APPLES partnered with several other educational agencies to host the 2nd annual Western MD Early Childhood Conference. 91 providers were in attendance.

Success Highlight

One case that illustrated the success of mental health consultation services involves a 30 month old male child in a large child care center. APPLES staff received a referral for this child, due to his aggression, self-injurious behaviors and non-compliance. The child displayed physical aggression towards others, through hitting, kicking, pushing and pulling the hair of others. This child would throw objects; push over tables and chairs in the classroom. He would engage in self-injurious behaviors like biting himself when frustrated. He struggles with complying with adult requests, and would often use inappropriate language. The child spent 12 hours a day in care, and was observed to lack communication skills, which appeared to contribute to his behaviors in the child care.

His behavior plan included use of visual rules within the classroom. With recommendations from APPLES staff, the teacher reviewed the two rules set (kind hands and kind feet), with the child, for at least 10 minutes each morning at arrival. APPLES consultant suggested for the teachers to try to anticipate his needs and triggers for his behaviors, as an attempt to decrease his behaviors. APPLES staff and the teachers created specific social stories for him, and used social-emotional children's books daily, as a way to teach positive social skills. APPLES consultant, teachers and the director met with the child's mother. It was through this conference the APPLES staff determined that mother-son time was limited to just one hour each evening. APPLES consultant recommended for the mother to reach out to her son with daily lunch time telephone conversations.

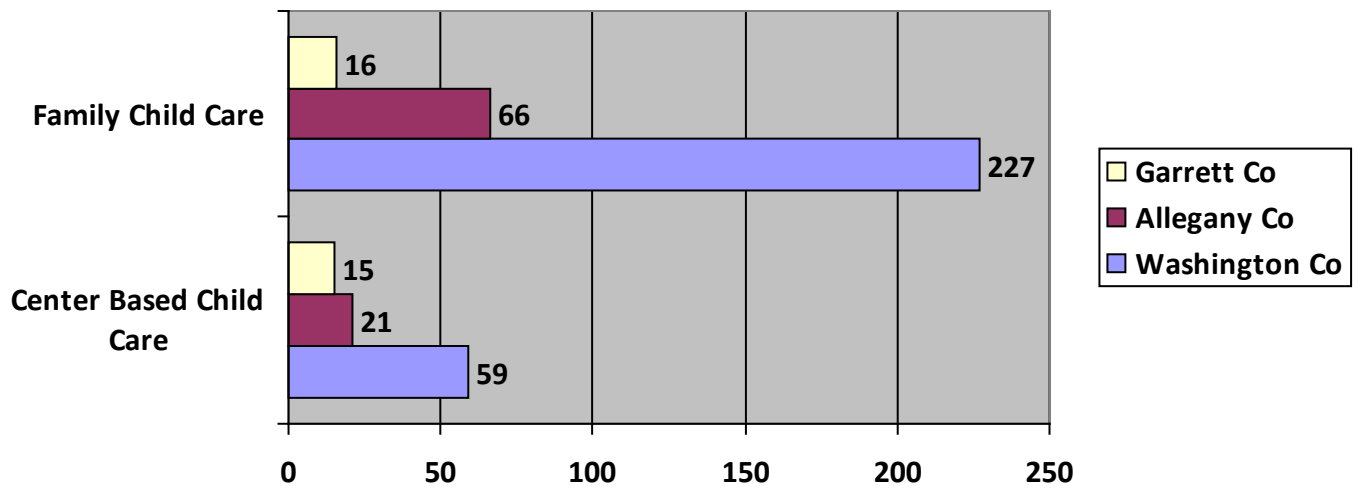
APPLES consultant completed the DECA, Devereux Early Childhood Assessment. The DECA evaluates the effectiveness of individual child and program-wide interventions, and provides developmentally appropriate strategies to foster resilience. This tool effectively screens for emotional and behavioral concerns. At the beginning of consultation services, this child was in the 1st percentile for attachment, 6th percentile for initiative, and 14th percentile for self-regulation. At the end of the consultation services, the child jumped to the 54th percentile for attachment, 73rd percentile for initiative and 38th percentile for self-regulation. Mental Health Consultation was completed for 5 months with an APPLES consultant, and the case was successfully closed once interventions were implemented on a consistent basis. The child was able to decrease his aggressive, self-injurious and non-compliant behavior in order to remain in his child care setting. APPLES consultant referred the child for speech services to a Washington County agency, Birth through Five, an early intervention service for children at risk for delays or disabilities.

Child Care Provider Characteristics

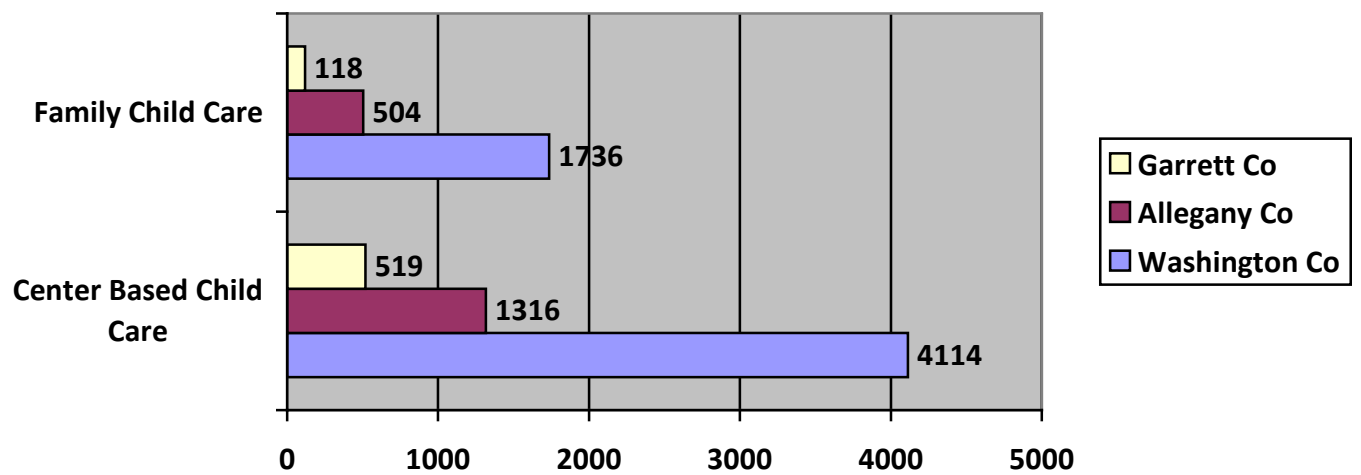
Total number of Child Care Providers: 404

Total Capacity: 8,307

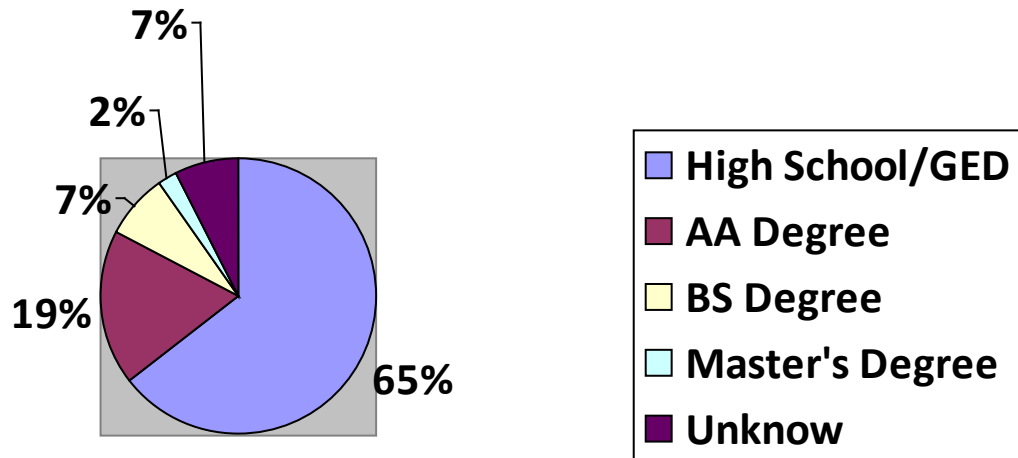
Child Care Type by County



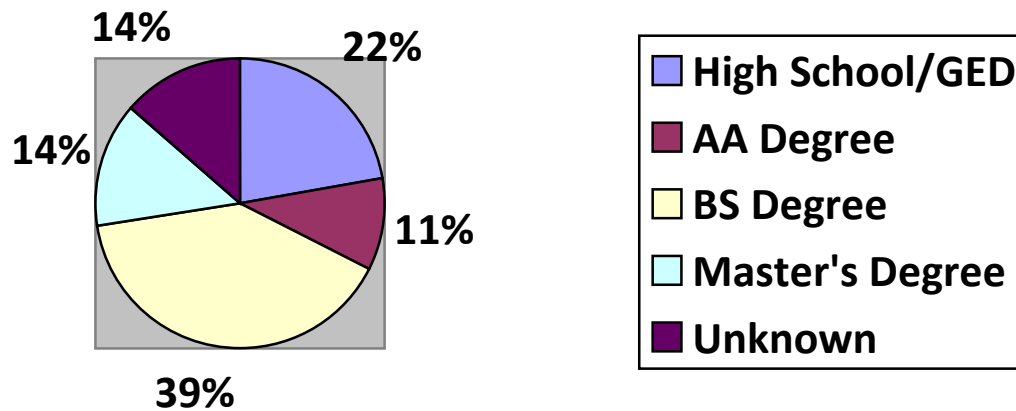
Enrollment Capacity by Type and County



Education Levels of Family Child Care Providers

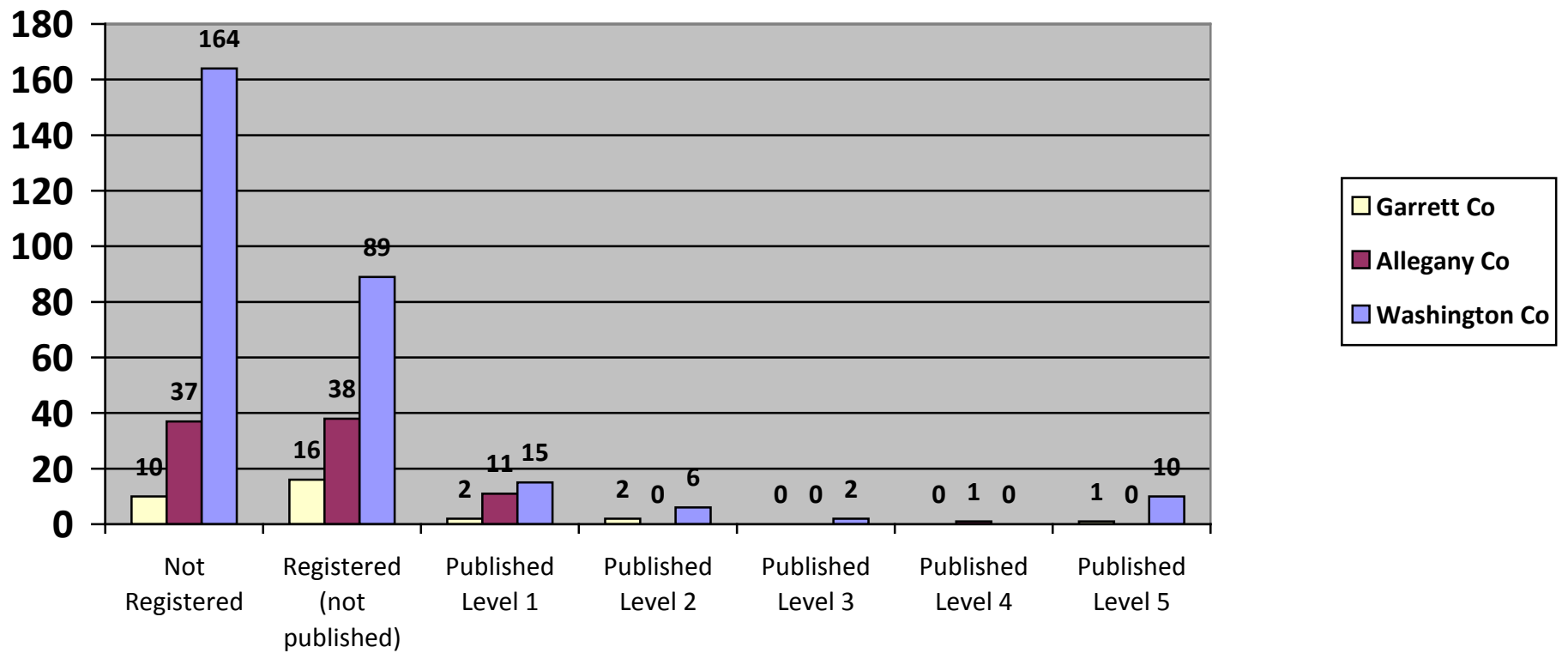


Education Levels of Center Based Providers



Child Care Provider Participation in Maryland EXCELS

The central component of Maryland's child care improvement system is EXCELS, the quality rating improvement system which was implemented state wide on July 1, 2013



Cost of Care

Average Weekly Cost of Full-time Child Care (MFN/LOCATE 7/14)

Family Child Care

	Garrett County	Allegany County	Washington County
0 – 23 months	\$ 95.83	\$ 104.37	\$ 131.91
2 – 4 years	\$ 90.23	\$ 95.40	\$ 113.64
5 years	\$ 90.00	\$ 92.09	\$ 108.73
School Age Full	\$ 88.75	\$ 92.37	\$ 100.92
School Age B/A	\$ 63.33	\$ 55.39	\$ 66.97

Center Based Child Care

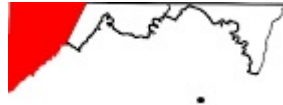
	Garrett County	Allegany County	Washington County
0 – 23 months	\$ 115.00	\$ 160.00	\$ 232.50
2 – 4 years	\$ 89.50	\$ 125.50	\$ 134.00
5 years	\$ 88.75	\$ 124.25	\$ 127.50
School Age Full	\$ 88.75	\$ 123.33	\$ 120.30
School Age B/A	\$ 51.25	\$ 90.00	\$ 72.33

Child Population

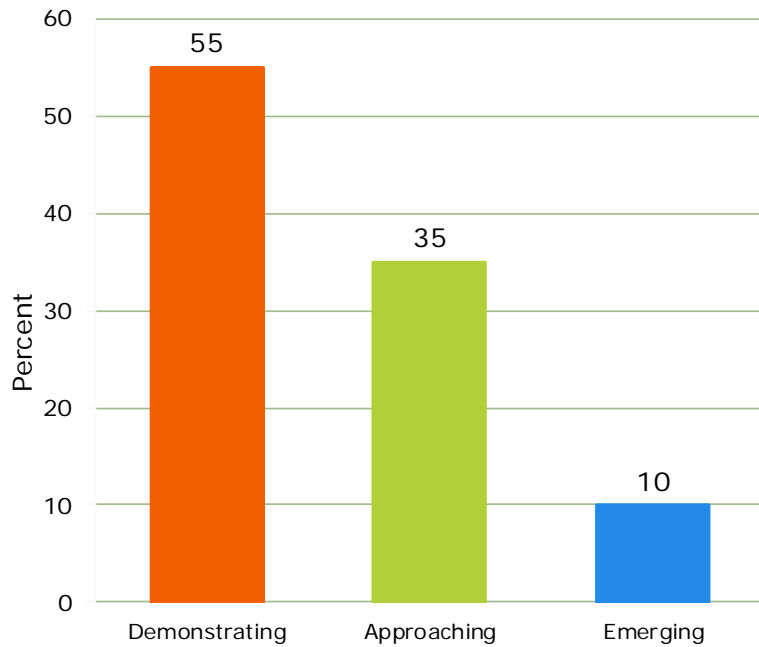
(MDP, 2010 Census summary)

Age Group	Garrett County # in Age Group	Allegany County # in Age Group	Washington County # in Age Group
0 – 23 months	575	1,347	3,446
2 – 4 years	978	2,149	5,556
5 – 9 years	1,718	3,661	9,367
10 – 11 years	776	1,528	3,867
TOTAL	4,047	8,685	22,236

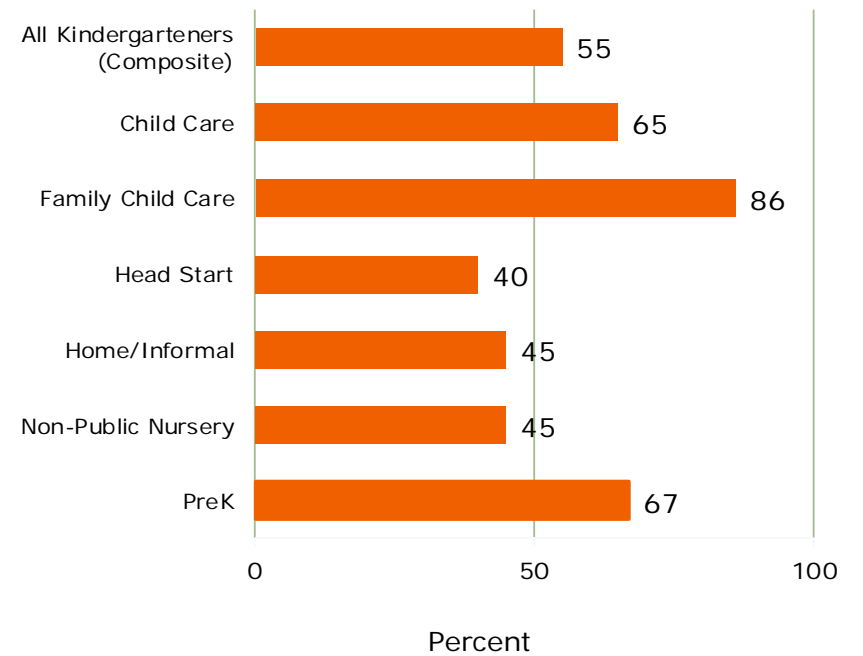
Garrett County Kindergarten Readiness Assessment 2014-2015



Garrett County Kindergarten Readiness



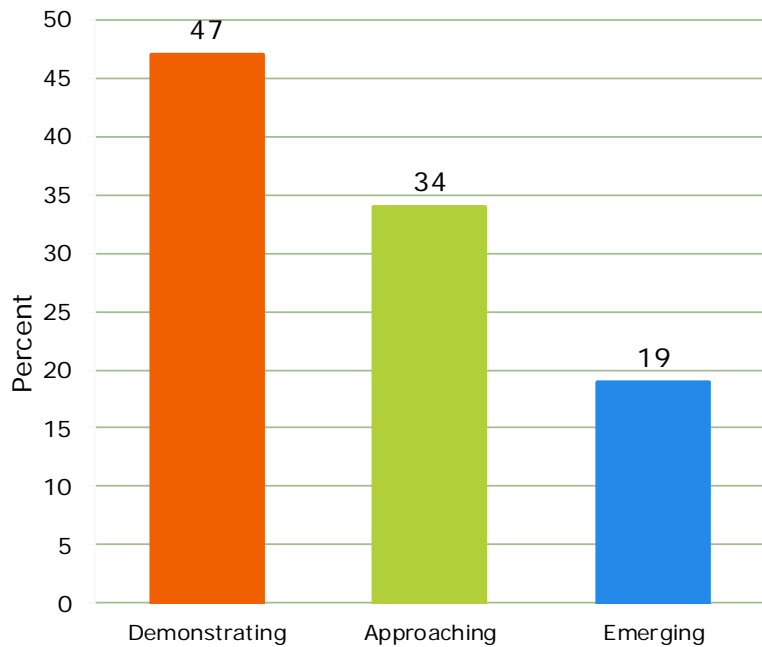
Garrett County
Kindergarten Readiness by Prior Care



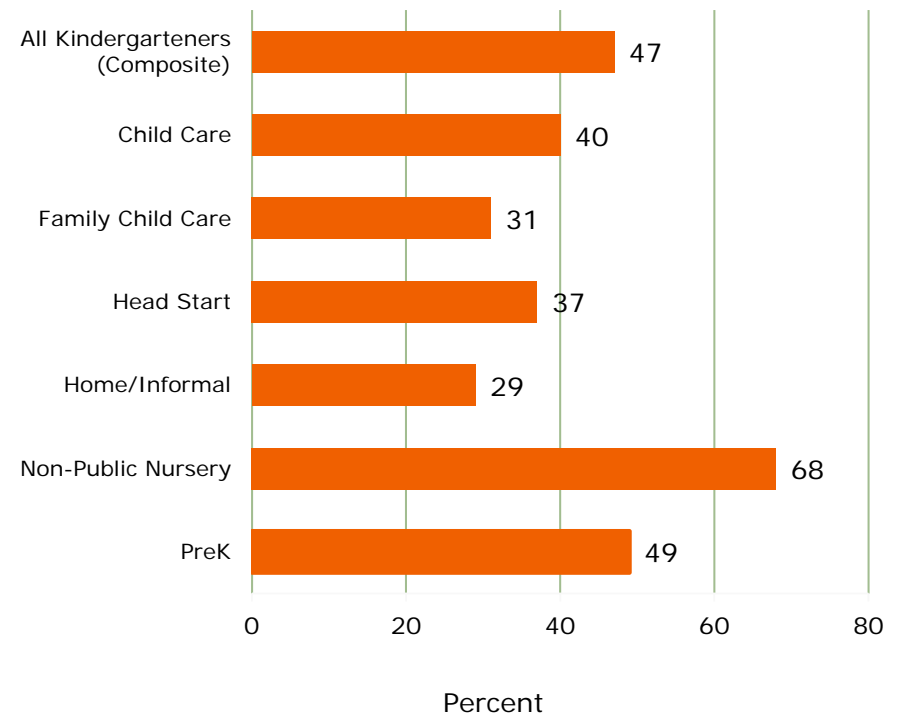
Allegany County Kindergarten Readiness Assessment 2014-2015



Allegany County Kindergarten Readiness



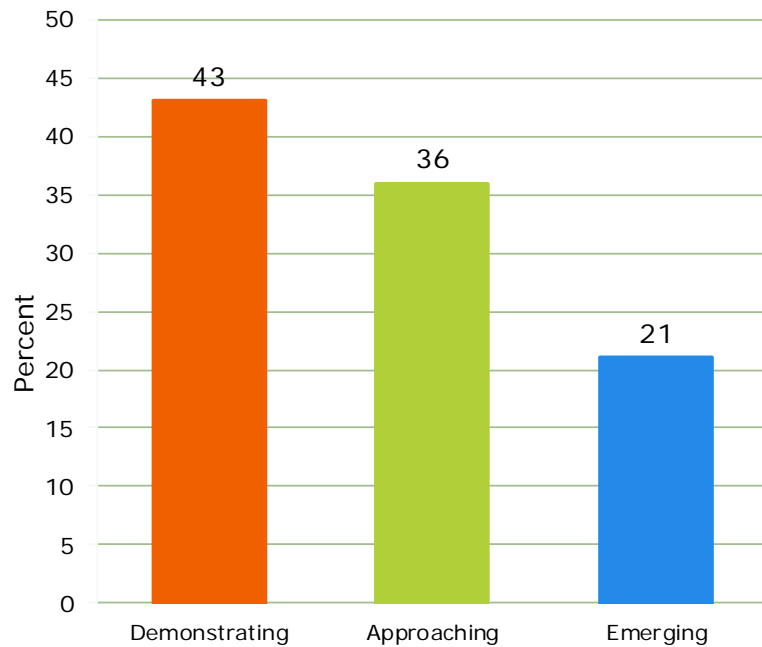
Allegany County
Kindergarten Readiness by Prior Care



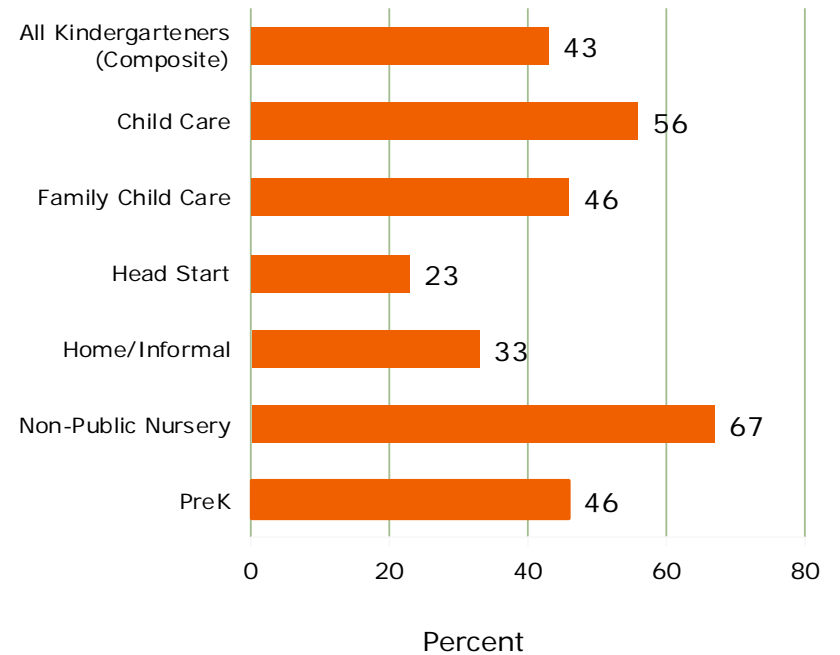
Washington County Kindergarten Readiness Assessment 2014-2015



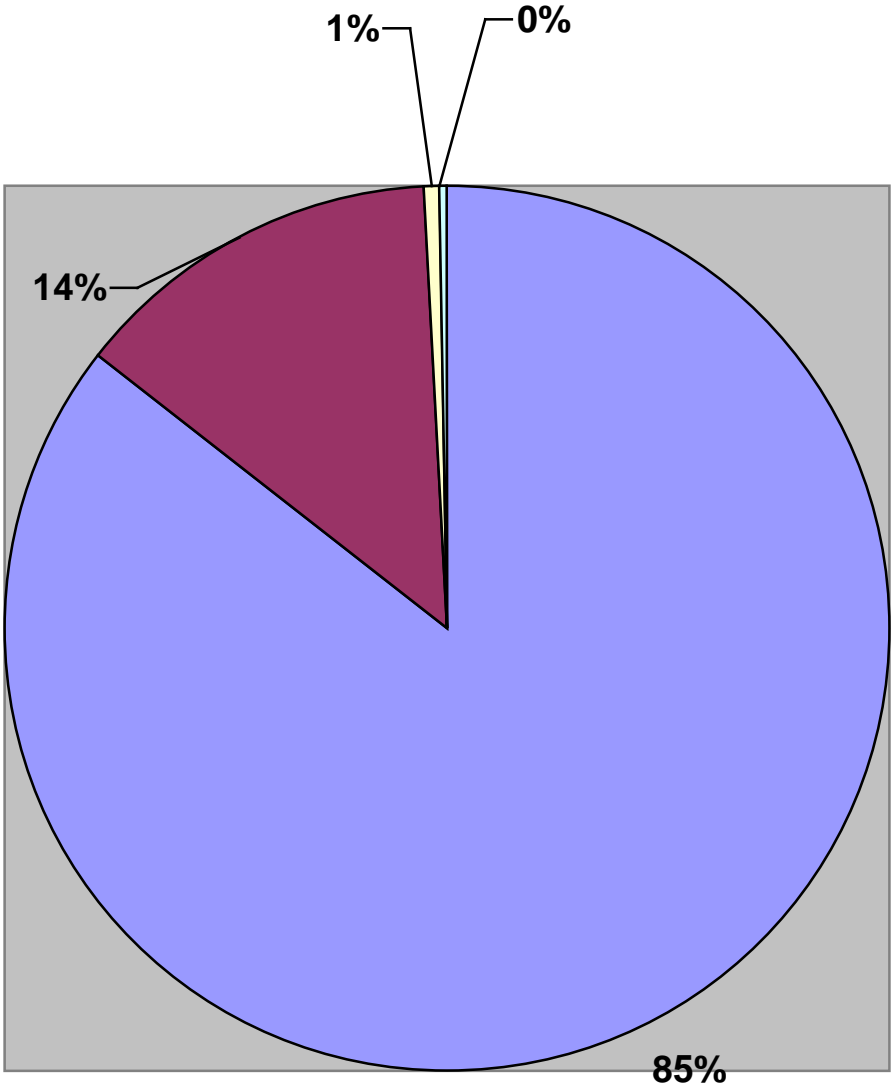
Washington County Kindergarten Readiness



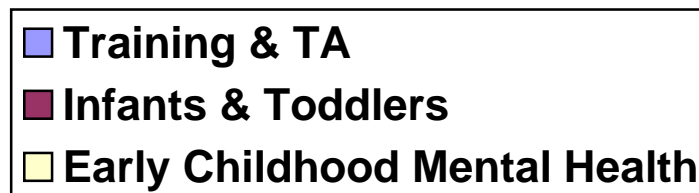
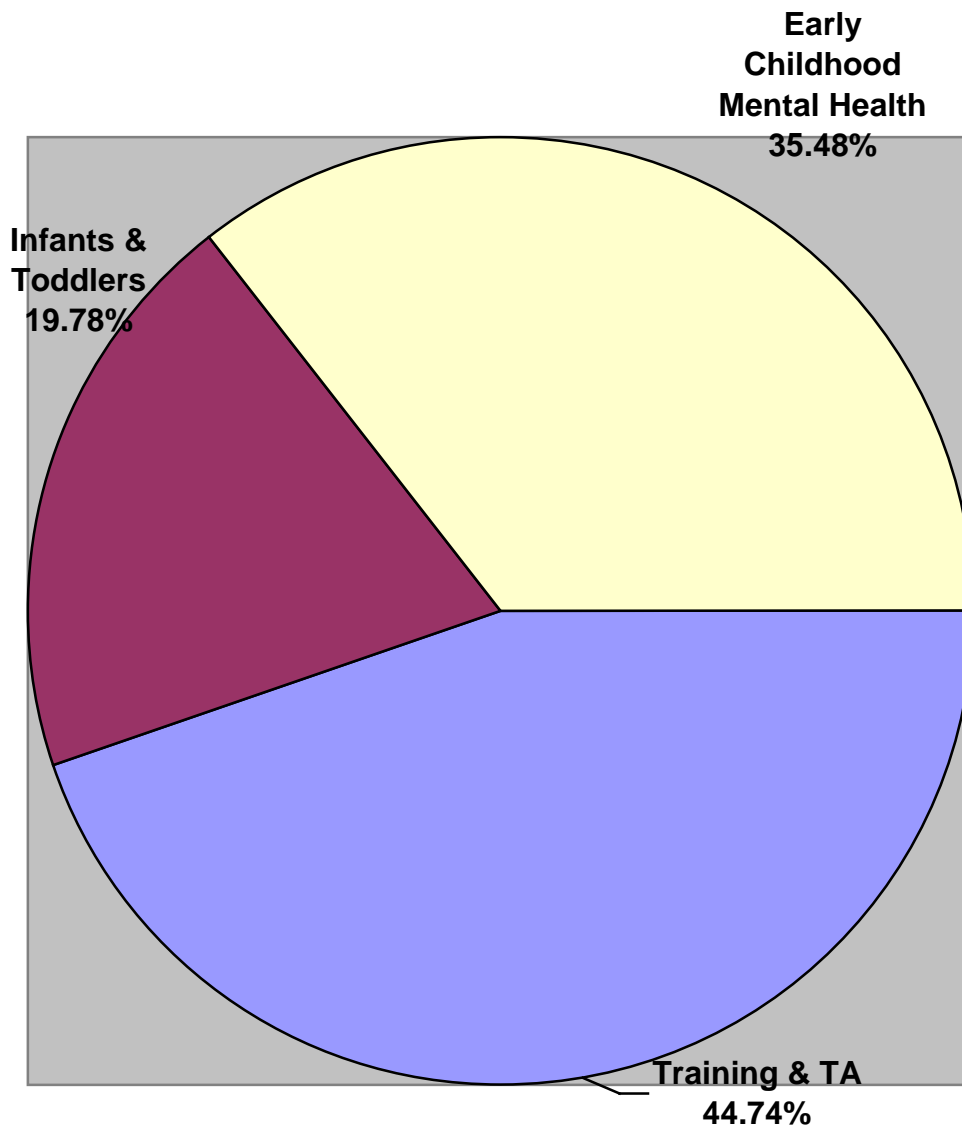
Washington County Kindergarten Readiness by Prior Care



2015 Revenues



2015 Program Allocations



Child Care Resource & Referral Programs

Program Description: The primary goal of Child Care Resource and Referral Center services is to help meet the needs of parents seeking quality early care and education programs and to provide capacity building and professional development services to all licensed child care providers.

The funding is divided into three subsets:

- **Professional Development and Capacity Building**: Activities that focus on a systematic approach to increase the quality and outcomes of professional learning as well as activities that focus on improving the quality of and access to early childhood care and education programs through coaching, mentoring, and technical assistance.
- **Infants & Toddlers**: Activities focused on increasing the amount of high-quality infant and toddler care and improving the overall quality of care of programs serving infants and toddlers.
- **Race to the Top**: Activities focused on providers who are participating in Maryland EXCELS and are located in a Title I school district; provide care to children that may be eligible for Child Care Subsidy Vouchers; have children in their care with a documented disability and/or have children in their care who are English Language Learners

Core Services:

Workshops

APPLES provides training and professional development to build capacity to improve the ability of child care professionals to deliver quality, research-based early learning opportunities to all children. Our workshops are approved by Maryland State Department of Education and are designed to meet the following Core of Knowledge areas:

- (1) Child Development
- (2) Curriculum
- (3) Health, Safety, and Nutrition
- (4) Community
- (5) Professionalism
- (6) Special Needs

Technical Assistance

APPLES provides assistance to child care professionals on a wide variety of topics including but not limited to: helping set up and arranging the child care environment, behavioral issues, assistance with creative lesson plans, meeting accreditation standards, assistance in implementing curriculum, implementing strategies to assist in meeting Maryland EXCELS standards. Support occurs via phone, email, site visits, group sessions and office visits. Single instances of technical support are considered General Technical Assistance Contacts while providers who have multiple contacts on the same topic and a longer term commitment are classified as a case.

Professional Development & Capacity Building

Total Workshops Presented: 32

Total Workshop Participants: 512

Cases: 10

Total General Technical Assistance Contacts: 377

Contact Time: 76.83 hours

Research Time: 16.21 hours

Topics:	Consumer Education	34.7%
	Training/Workshop Follow-Up	12.0%
	Credential	9.8%
	Curriculum	4.5%
	Developmental Screenings	4.2%
	Accreditation	3.4%
	Other	31.5%

Total FTE Staff: .50

Budget: \$114,144

Infants & Toddlers

Total Workshops Presented: 10

Total Workshop Participants: 131

Cases: 6

General Technical Assistance Contacts: 49

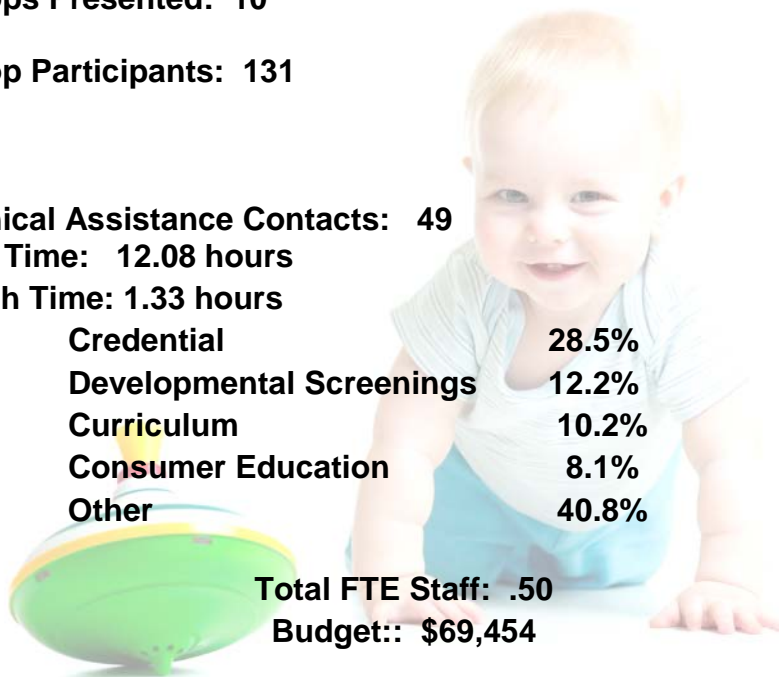
Contact Time: 12.08 hours

Research Time: 1.33 hours

Topics:	Credential	28.5%
	Developmental Screenings	12.2%
	Curriculum	10.2%
	Consumer Education	8.1%
	Other	40.8%

Total FTE Staff: .50

Budget: \$69,454



Race to the Top

Cases: 16

General Technical Assistance Contacts: 38

Contact Time: 12.16 hours

Research Time: 1.91 hours

Topics:	MMSR (Setting the Stage)	21.0%
	Accreditation	15.7%
	MD EXCELS	15.7%
	Credential	7.8%
	Other	39.4 %

Total FTE Staff: .50

Budget: \$33,750



Results of Workshop Evaluation Surveys

344 surveys were completed and returned as follows:

How satisfied were you with this workshop?

- 87% Completely satisfied
- 13% Somewhat satisfied
- 0% Neither satisfied nor dissatisfied
- 0% Somewhat dissatisfied
- 0% Strongly dissatisfied

This workshop met my expectations.

- 63% Strongly agree
- 34% Agree
- 3% Neither agree nor disagree
- 0% Disagree
- 0% Strongly disagree

How likely are you to implement information and/or strategies from this workshop?






- 84% Definitely will
- 13% Probably will
- 3% Possibly will
- 0% Probably will not
- 0% Definitely will not

Overall, was the instructor effective teaching this workshop?

- 90% Definitely
- 9% Somewhat effective
- 1% Slightly effective
- 0% Somewhat not effective
- 0% Definitely not effective



Participant Comments:

-  Very interesting and effective. I'm more knowledgeable.
-  Loved learning new ways to help my children become better readers, listeners and so on.
-  I gained some valuable information to implement into my program.
-  Showed me ways I could use skills I already have to the benefit of my children.
-  Obtaining a copy of "An Apples A Day Keeps Children at Play" will help to introduce new ideas into my daycare.

Early Childhood Mental Health Program

Early Childhood Destination: Inclusion

Program Description:

Social-emotional health is one of the most critical factors in a child's healthy development and readiness for school and life success. APPLES for Children works with providers and families of children who are experiencing behavioral issues with the goal of retaining children in stable child care placements. Services include program and child assessments; child, family and program referrals; and program improvement supports. Services may last a few weeks or several months, depending on the needs of the programs.

Services:

Child Specific Cases: 26

Program-wide Cases: 11

Total FTE Staff: 1.5

Budget: \$124,564



Results of Participant Surveys

Director Satisfaction Questionnaire:

**5 questionnaires were completed
The average rating was 33.8/35**

Parent Satisfaction Questionnaire:

**5 questionnaires were completed.
The average rating was 47.5/50**

Participant Comments:



“After the ECMH consultation I feel that the teacher and center is closer to the family. The family values and appreciates the opinions of the teacher and the centers. (The interventionist) is great and very helpful.”



“The relationship with the family has improved because they see that we are all here to help them, and to help their child grow, learn and mature.”



“We now use visual cues, and social stories.”



“(The interventionist) helped the parent find resources that she needed and helped me learn how to administer the ASQ screening myself.”