

APPLES for Children, Inc.

Fiscal Year 2017 Annual Report



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Mission Statement

APPLES for Children, Inc. is a private non-profit resource and referral agency that works with families, providers, children and community partners to ensure that children have access to high quality, affordable early learning and school age opportunities and experiences that enable them to succeed in school and life.



Vision

A leading organization supporting children's success by empowering families, partners and the community.

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

Megan Ganoe, Behavior/Infant & Toddler Specialist

Laura Kefauver, Child Care Outreach/Infant & Toddler Specialist

Robin Kerr, Child Care Outreach Specialist

Toni Stone, Behavior Specialist

Holly Starliper, Office Administrator

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.

75 workshops were provided.

1043 child care providers received quality training (duplicated number)

Staff provided intensive services through 35 cases.

9 group sessions were held

444 General Technical Assistance Contacts were made to providers and families

88.02 contact hours

8.25 research hours

APPLES partnered with several other educational agencies to host the 4th annual Western MD Early Childhood Conference. 199 providers registered for the conference.

Success Highlight

One case that illustrates the success of intervention was with a 60-month old boy in a large child care center. He was physically aggressive with adults and his peers. The physical aggression exhibited were; hitting, kicking, pushing others and pushing/throwing objects or furnishings. He displayed defiant behaviors; refusing to comply with adult directives, shouted and/or plugged his ears when the teachers would give him a directive, and by simply saying “no.” On some occasions, he would display self-injurious behaviors by hitting himself in the head or pinching himself.

He is at the center for 9.5 hours per day. His language skills were advanced for his age level, which made it easier to process some of the behaviors with him.

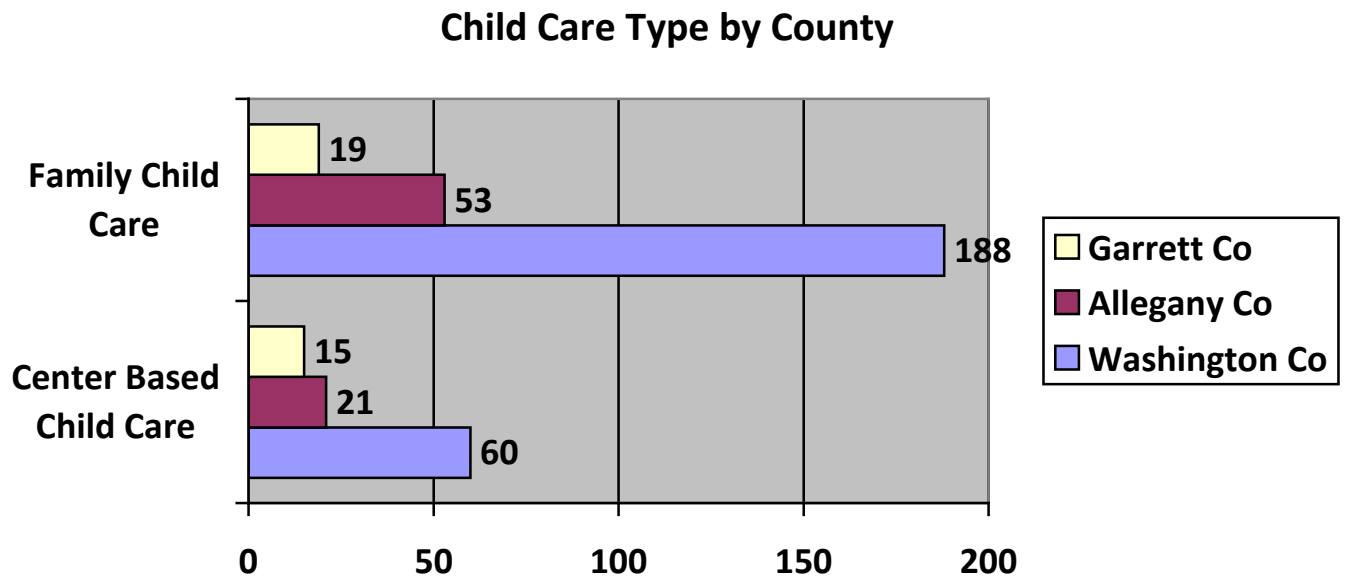
His behavior plan included repeatedly telling him about expectations by using 2 (visual) rules (kind hands and feet) and spending time with him one on one (at least 10 minutes) during unstructured play time. Also the teachers were asked to try to anticipate his needs ahead of time and be “one step ahead of him” to decrease the possibility of frustration and aggression. Several social stories were created specific to him, and children’s literature was used also. Consultant provided a fidget basket full of fidget and sensory toys to help the child control his fidgeting body during large group or structured activities, in which he had difficulty sitting for. The teachers were asked to read the social stories and use the fidgets daily.

Consultation began in January 2016 and continued until May 2016. As the consultant met with the teachers on a weekly to bi-weekly basis to continue to help with strategies and adjust, as needed. With several meetings with the parents, they both began seeing the changes in their child at home. For he was more compliant and displayed no aggressive behaviors. The success of this child was based on the teachers, director and parents willing to work together to achieve the goals stated on the action plan.

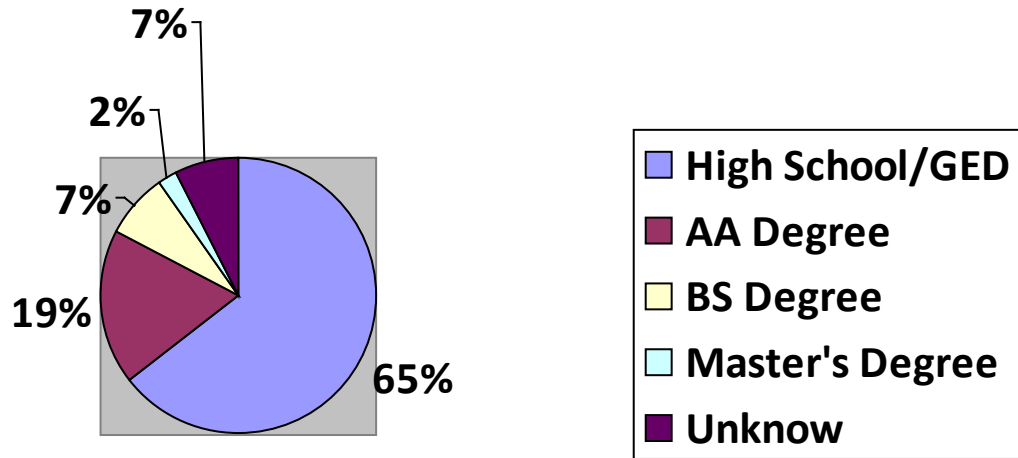
After 5 months of consultant intervention, his DECA scores improved, he reduced his aggressive behaviors and was able to remain in his childcare setting.

Child Care Provider Characteristics

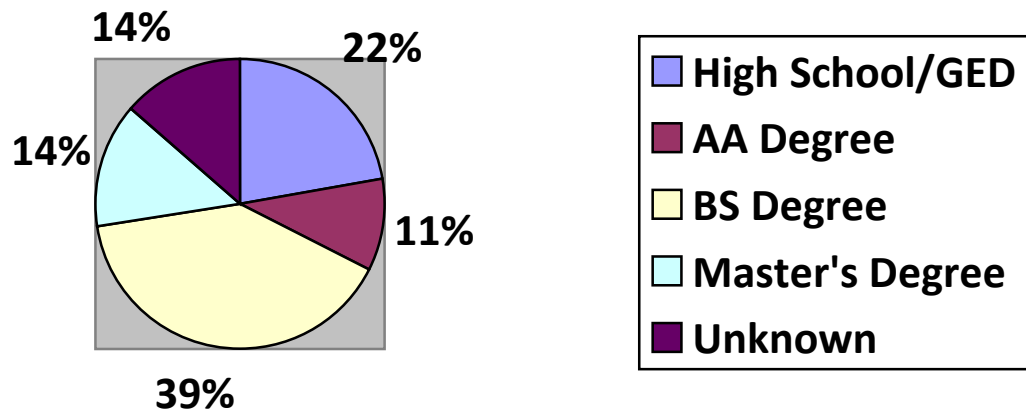
Total number of Child Care Providers: 354



Education Levels of Family Child Care Providers

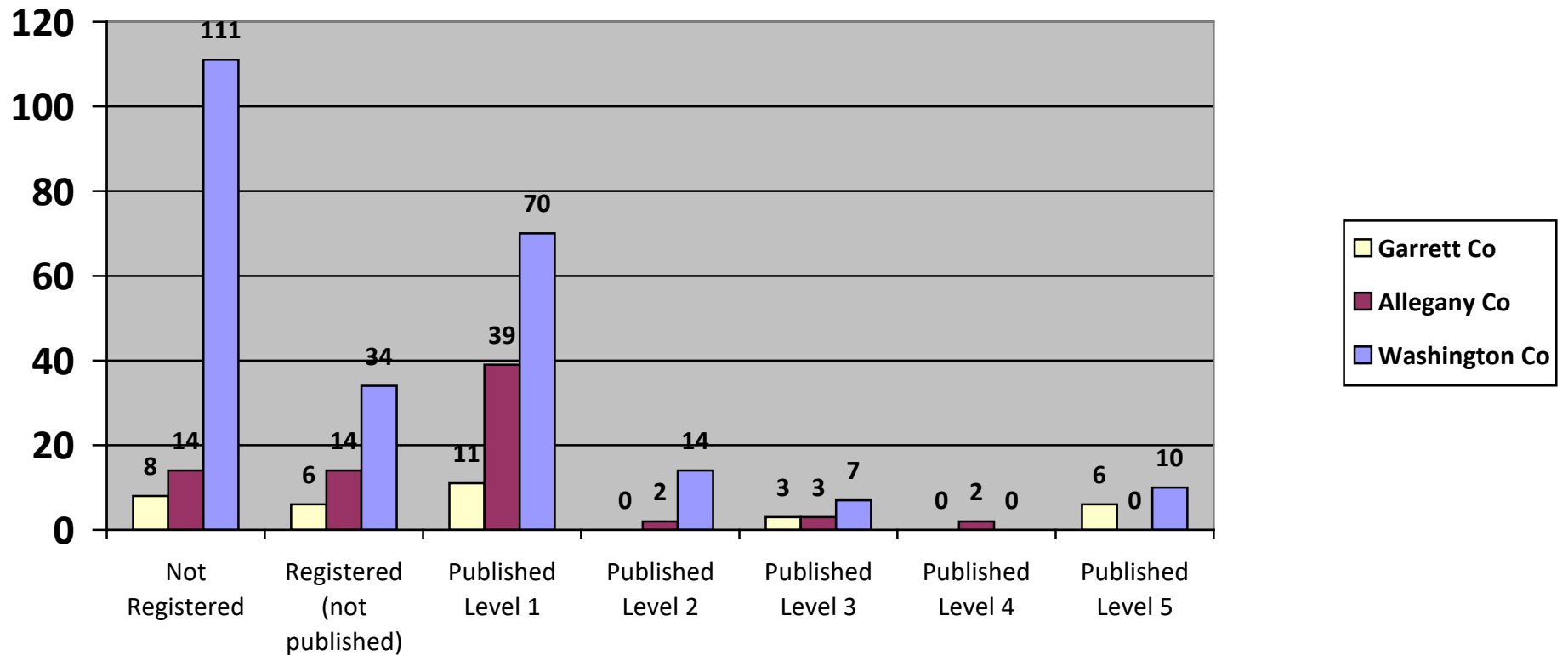


Education Levels of Center Based Providers



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	\$ 103.00	\$ 108.61	\$ 136.52
2 – 4 years	\$ 92.00	\$ 99.51	\$ 117.56
5 years	\$ 92.00	\$ 95.60	\$ 112.21
School Age Full	\$ 91.00	\$ 97.32	\$ 104.72
School Age B/A	\$ 58.00	\$ 57.13	\$ 73.72

Center Based Child Care

	Garrett County	Allegany County	Washington County
0 – 23 months	\$ 120.00	\$ 160.00	\$ 228.66
2 – 4 years	\$ 92.66	\$ 111.66	\$ 148.36
5 years	\$ 91.66	\$ 110.00	\$ 137.80
School Age Full	\$ 91.66	\$ 110.00	\$ 129.09
School Age B/A	\$ 51.66	\$ 100.00	\$ 75.27

Child Population

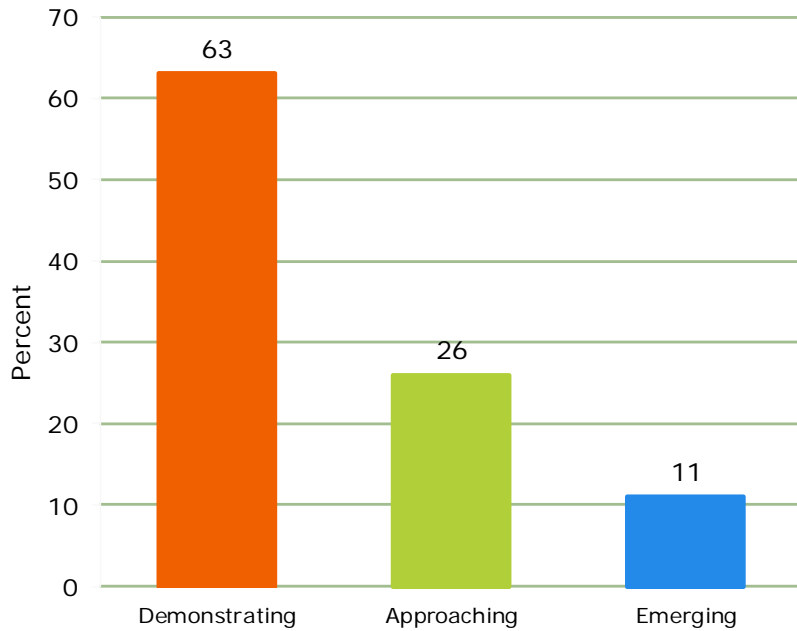
(MDP, 2010 Census summary)

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

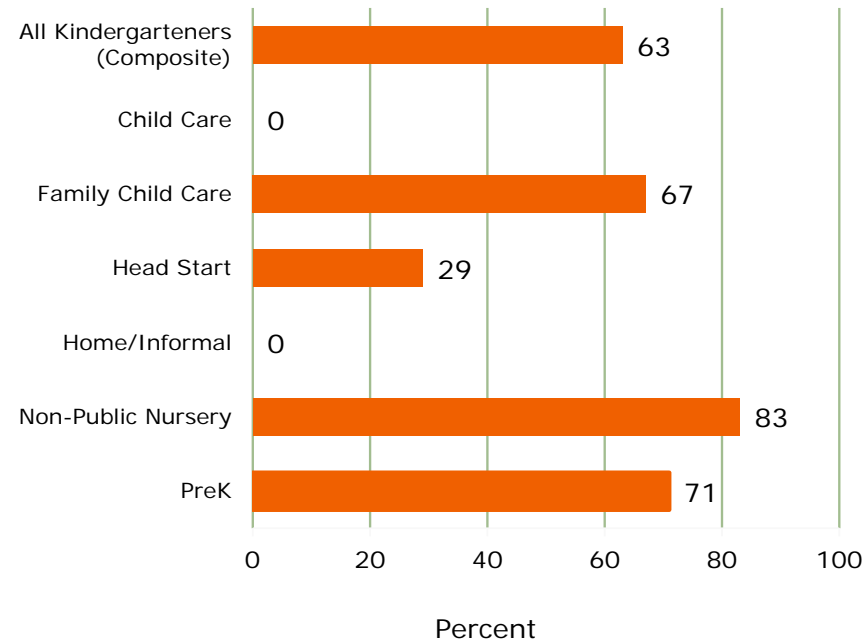
Garrett County Kindergarten Readiness Assessment 2016-2017



Garrett County Kindergarten Readiness



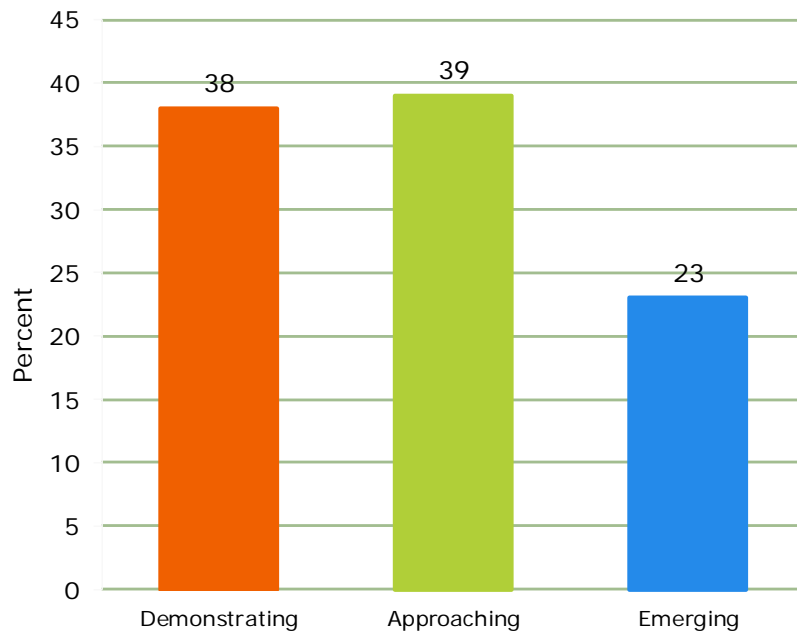
Garrett County
Kindergarten Readiness by Prior Care



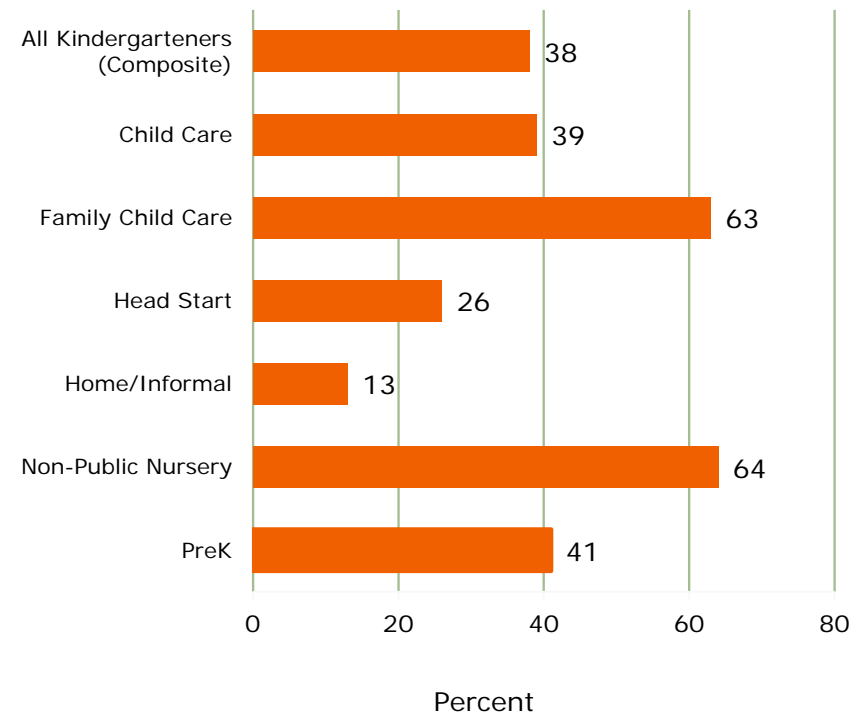
Allegany County Kindergarten Readiness Assessment 2016-2017



Allegany County Kindergarten Readiness



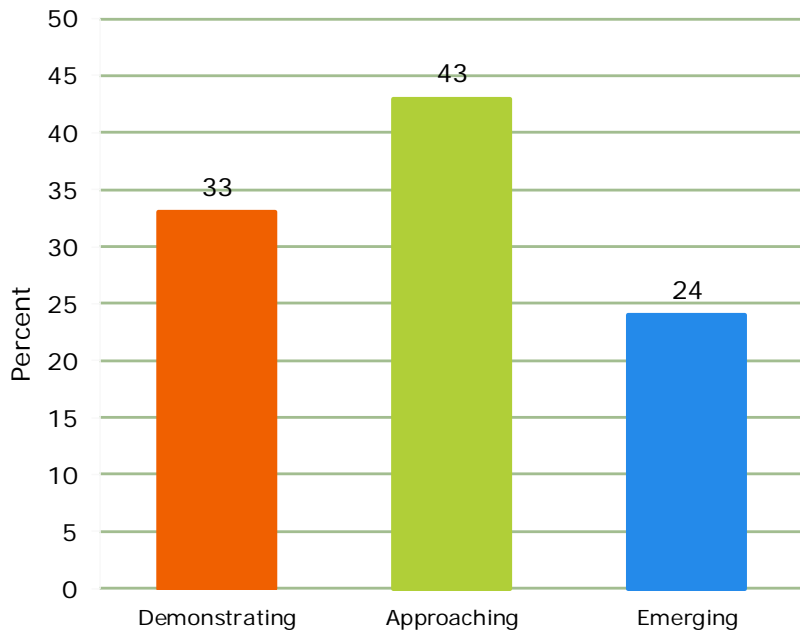
Allegany County
Kindergarten Readiness by Prior Care



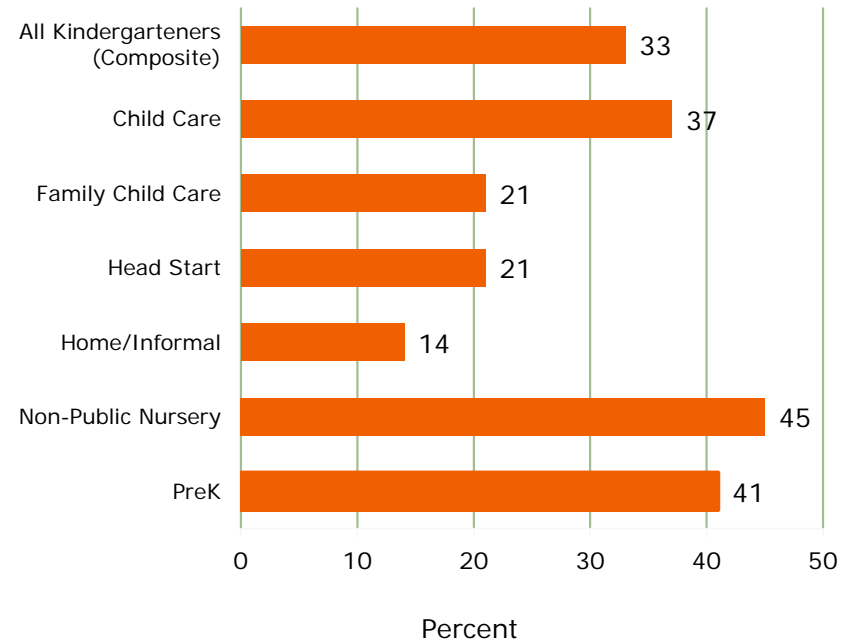
Washington County Kindergarten Readiness Assessment 2015-2016



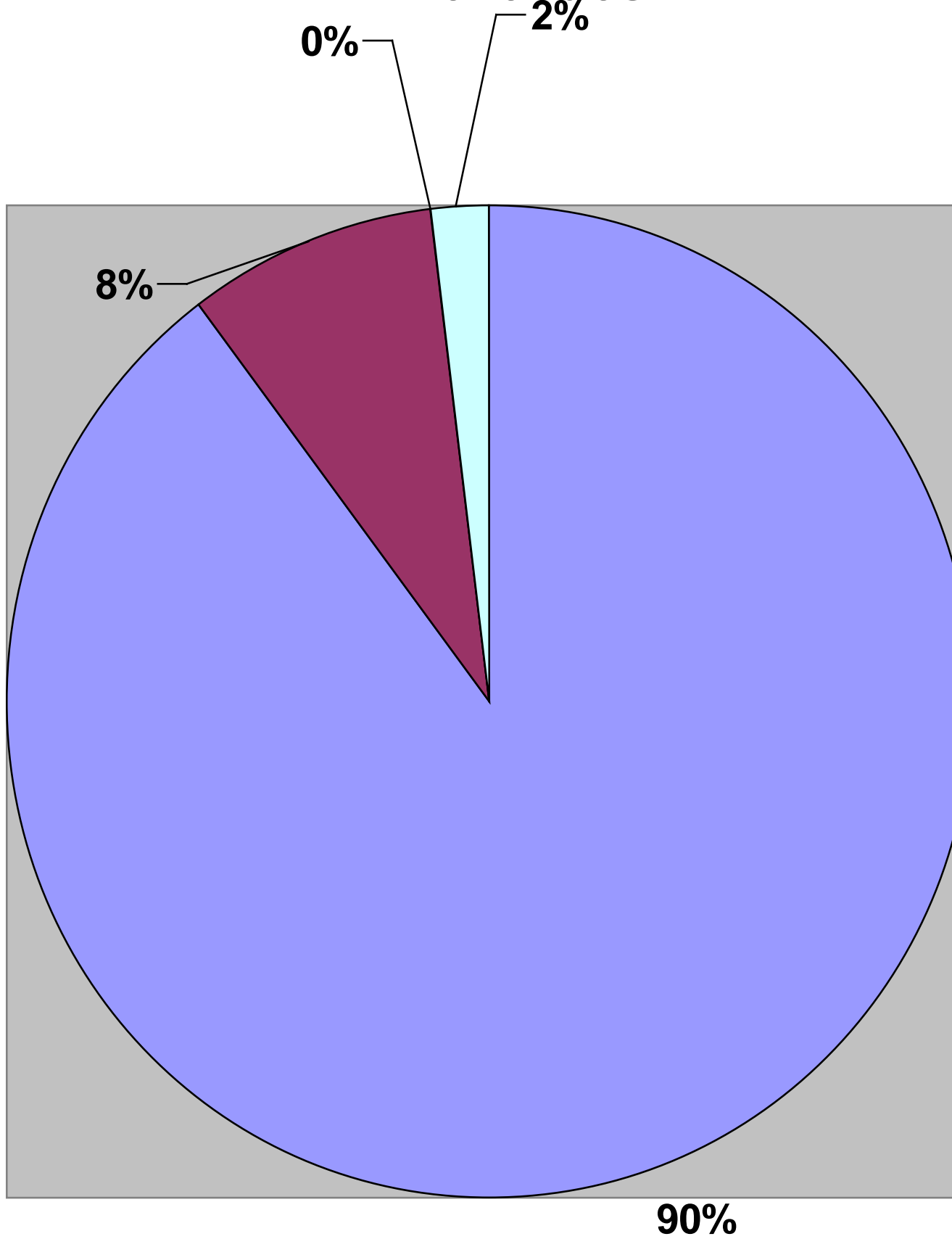
Washington County Kindergarten Readiness



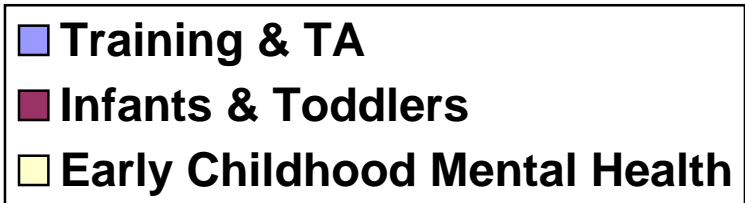
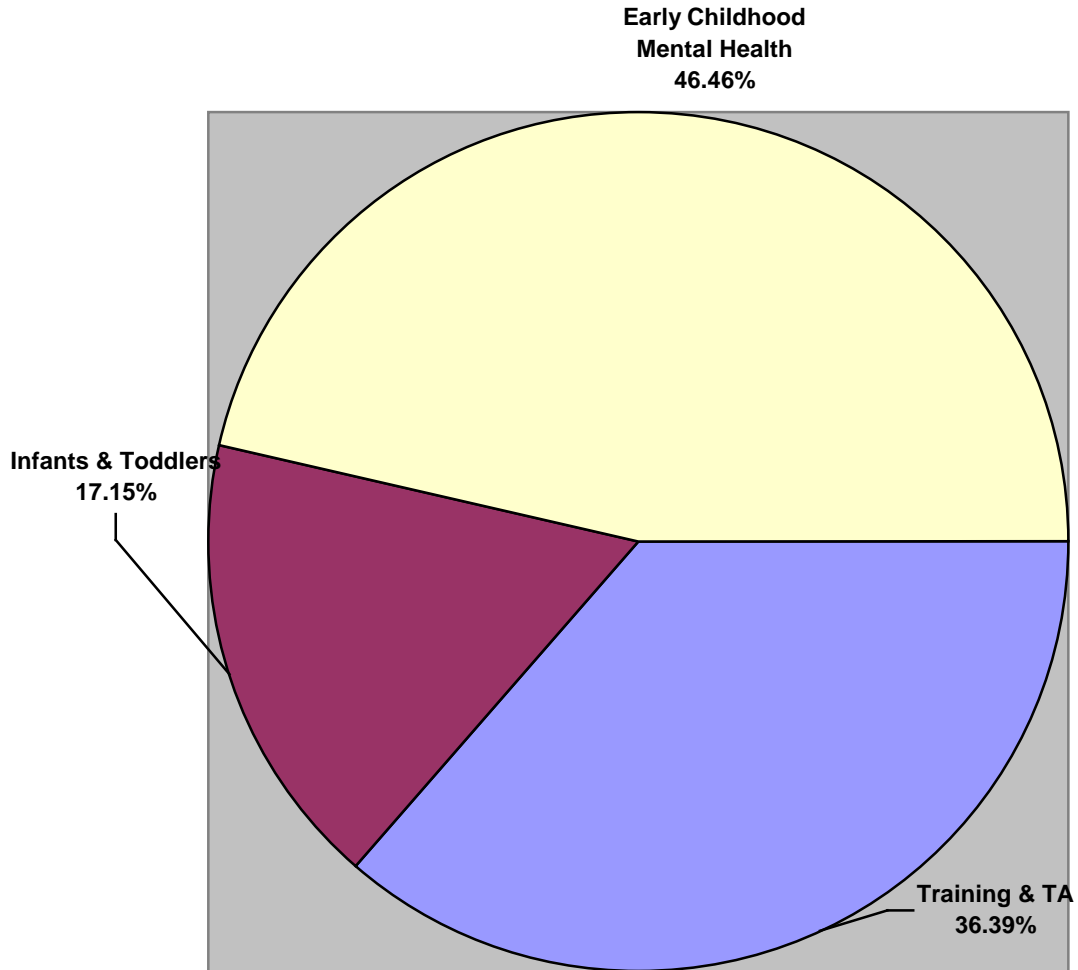
Washington County
Kindergarten Readiness by Prior Care



2017 Revenues



2016 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.

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: 66 (64 PD/CB + 2 “Other”)

Total Workshop Participants: 948

Cases: 35

Total General Technical Assistance Contacts: 317

Contact Time: 64.76 hours

Research Time: 7.33 hours

Topics:	Training/Workshop Follow-Up	28.6%
	Credential	8.0%
	Curriculum	4.0%
	Start Up	3.0%
	Other	55.6%

Total FTE Staff: 1.5

Budget: \$119,373

Infants & Toddlers

Total Workshops Presented: 9

Total Workshop Participants: 95

Cases: 15

General Technical Assistance Contacts: 127

Contact Time: 23.25 hours

Research Time: 0.91 hours

Topics: Infant/Toddler 100%

Total FTE Staff: .50

Budget: \$64,225



Results of Workshop Evaluation Surveys

681 surveys were completed and returned as follows:

How satisfied were you with this workshop?

- 84% Completely satisfied
- 12% Somewhat satisfied
- 3% Neither satisfied nor dissatisfied
- 1% Somewhat dissatisfied
- 0% Strongly dissatisfied

This workshop met my expectations.

- 57% Strongly agree
- 38% Agree
- 4% Neither agree nor disagree
- 1% Disagree
- 0% Strongly disagree

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

- 82% Definitely will
- 14% Probably will
- 4% Possibly will
- 0% Probably will not
- 0% Definitely will not

Overall, was the instructor effective teaching this workshop?

- 88% Definitely
- 11% Somewhat effective
- 1% Slightly effective
- 0% Somewhat not effective
- 0% Definitely not effective

Participant Comments:



I loved this training. The information was very helpful. I like the pace the trainer went and this level was very appropriate.



I was hoping for some good ideas to use in our center and that is what this workshop did.



Workshop and trainer were excellent!

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: 25

Program-wide Cases: 26

Total FTE Staff: 1.5

Budget: \$148,500



Results of Participant Surveys

Director Satisfaction Questionnaire:

6 questionnaires were completed

The average rating was 29.67/35

Parent Satisfaction Questionnaire:

3 questionnaires were completed.

The average rating was 32.67/50

Participant Comments:



“She helped provide me with materials such as the timer, super hero charts, and our feeling buddies. The kids do a great job now pointing out and expressing feelings appropriately.”



The Consultant “was great! I loved working with her, she has helped develop a better understanding for challenging behaviors and how to implement solutions in the classroom.”



The Consultant “offered suggestions and support to staff and on handling behaviors and overall gave me opportunities to share observations and ‘piggy back’ on suggestions to staff in a non-threatening way. This service is important to early childhood programs”.



**MARYLAND
FAMILY
NETWORK**

*Leading Maryland's
Child Care Resource Centers*



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