

2016 FISCAL YEAR
ANNUAL REPORT

TRANSFORMATION



BOARD OF CHILD CARE
of The United Methodist Church, Inc.





Laurie Anne Spagnola
President & CEO



Jan Hayden
Chair, Board of Directors

BOARD OF DIRECTORS

2015-2016

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A MESSAGE FROM PRESIDENT & CEO, **LAURIE ANNE SPAGNOLA**, and BOARD OF DIRECTORS CHAIR, **JAN HAYDEN**

Hello Friends!

Last year we updated you about the early stages of our three-year strategic plan to transform Board of Child Care from a care provider to an IMPACT maker.

We have had an incredible, transformative year and have much to share with you about how we have enriched communities, one family at a time.

During 2015-2016 we focused heavily on organizational alignment – our first strategic plan goal. Our staff and Board of Directors worked to align policies, become more data driven, and challenged the “why” about our practices and procedures.

What a difference those conversations and efforts have made. BCC is becoming more flexible and nimble as we transform how we deliver services to some of the most vulnerable and underserved populations in the Mid-Atlantic.

Becoming a leader in our communities by bringing change makers together is also part of our strategic plan. We are very proud to report that these meetings have resulted in brand new programs in both West Virginia and on the Eastern Shore of Maryland.

We hope that the stories and updates throughout this report provide you with real, tangible examples of how your support breathes life into our organizational purpose – enriching communities, one family at a time.

With immense gratitude,

Laurie Anne Spagnola
President & CEO

Jan Hayden
Chair, Board of Directors

STRATEGIC PLAN 2016-2019

BCC is at the beginning stages of a three-year strategic plan. The plan was forged via deep conversations across the organization and with its Board of Directors. There are three components: our purpose, our core values, and our central goals.

OUR PURPOSE

One of the largest changes was to retire BCC's old mission and vision statements. What emerged is a singular purpose statement: Enriching communities, one family at a time.

CORE VALUES

BCC has four new core values. You can read more detail about **Safety, Integrity, Empathy,** and **Impact** on the back cover of this report.



CENTRAL GOALS

Our goals will focus our work and efforts on improving programs and operations over the next three years.

1 ORGANIZATIONAL ALIGNMENT & FOCUS

All resources (staff, Board, community partners, facilities, etc.) focus on meeting our purpose, core values, central goals, and job/role descriptions for impact that drives lasting change.

2 ATTRACT, ENGAGE & RETAIN EXTRAORDINARY TALENT

Ensure we have extraordinary team players who have a meaningful work experience themselves and create it for their teams.

3 TEAMWORK. ALWAYS.

Achieve efficiencies and effectiveness by breaking down silos and becoming one integrated team.

4 LEADING COLLABORATIONS & CONNECTIONS

Share with and seek knowledge from others to magnify our impact on systemic social problems.



**EVERY DAY, EVERY ACTION,
BY EVERYDAY PEOPLE MATTERS**

We value life, spirit and health above all else. We take action to maintain the safety of our workplaces, our programs and our services. We are personally accountable for our own safety and collectively responsible for the safety of our community.



599

**TOTAL
YOUTH
SERVED**

64%

**Treatment Foster
Care youth**
stepped down
into a lower
level of care

2,990



120

**PROGRAM
PARTICIPANTS**

in the DC Early Learning
Program in FY 2016

95 **Students served at
Strawbridge School**
• a 6% increase from FY2016 •





6 Resident Employment Hours
in off-campus work programs

73%

West Virginia*
youth discharges
went to a lower
level of care.

* Campolina Way Hub

9,652
HOURS
of employee training

240
different
courses taken

24

MD Residential youth
reunited with family
upon discharge
• a 6% increase from FY2015 •



15
TFC
Parents

53 Residential
Youth
Employed
41 Baltimore, 3 WV, 9 Denton

ENRICHING COMMUNITIES ONE FAMILY AT A TIME





“ART CAN HEAL, IT’S
VERY THERAPEUTIC
AND A GOOD OUTLET
FOR EMOTIONS TO
EXPRESS YOURSELF.”

RUSSELL G.

teaches art to students
in pre-K to grade 12 at
BCC’s Strawbridge School.

RUSSELL GILLOCK: USING ART TO TRANSFORM LIVES

Ask any teacher what he or she loves best about the job, and most say either the work or the students. A few, like Russell Gillock, say “both.”

“I honestly just love doing what I do,” says Gillock, who teaches art to students in pre-K to grade 12 at BCC’s Strawbridge School. “Art is a passion of mine, as is working with these students. There’s never a dull day. I get the chance to be myself and work with these kids and make positive changes in their lives.”

MAKING A DIFFERENCE

“At a larger school, it would be harder to make a difference in each student’s life,” he says. “But here, in a special school like this, I can still reach each student individually. I can focus on teaching and feel like I’ve accomplished something.”

Gillock graduated with a bachelor’s degree in art education from Kutztown University and a Masters Degree in Mathematics from University of Maryland at Baltimore County. He is proud of some of his many accomplishments in the 10 years he’s been with Strawbridge, both inside and outside of the classroom. From organizing the design and painting of large-scale murals on the walls of the school’s hallways and open spaces to starting and managing the “Breezeway Market,” a student-run artisan market, Gillock says he focuses his efforts on projects that he believes will benefit the students and the school.

“I have a lot of support from the school’s leadership to pursue my artistic vision and new ideas,” he says. “I feel very blessed and honored to help these kids develop a sense of pride in their school. (Painting a mural) allows them to take part in creating something larger than themselves.” That’s what the school is trying to do, in essence, prepare these kids for the real world.

ENRICHING LIVES

What role does Gillock think art education can play in this capacity? A big one, apparently.

“I use art as a tool to teach all the other subjects,” says Gillock. “I’ll use art to teach them history – for instance. We recently painted a mural of famous historical figures. In addition to the historical connections, Math and English are the main focus. We use math to properly scale the images to the wall in their proper placements and proportions. I also have students complete written reflections on their art to build their writing skills.

I view art as a tool for greater instruction and it’s also very enriching for students’ lives.”

Gillock believes teaching art can serve a deeper, transformational purpose, too.

“Art can heal,” he says, “it’s very therapeutic and a good outlet for emotions to express yourself. You don’t get that opportunity in math or science class.

With art assignments, you can show someone else who you are and what you’re about. You can tell your story in a different way, and all these kids have different stories to tell and share.”



**“ART IS A PASSION OF
MINE, AS IS WORKING
WITH THESE STUDENTS.”**

- RUSSELL G.

A young man with short brown hair, wearing a light blue button-down shirt and a dark vest, is playing a violin. He is looking down at the instrument with a focused expression. The background consists of vertical wood paneling and a window with a view of trees. The lighting is soft and indoor.

“THE MOST IMPORTANT
THING I LEARNED IS
TO HAVE FUN WITH LIFE.”

MICHAEL C.

says his recovery would not
have been possible without
the **staff at BCC.**

MICHAEL C: LEARNING TO HAVE FUN AGAIN

Looking back now, as a graduate, Michael admits that his journey to Board of Child Care was more challenging — both physically and emotionally — than he had imagined it would be.

“I did not know my stay at Board of Child Care would be the hardest thing I have ever done,” he says. “But I knew that I was here for a reason.”

More important, he says, is realizing that the transformation that took place within him during his stay was what he needed.

MANY CHALLENGES

At a young age, Michael battled depression and anxiety. His parents sought help for their son at a Virginia provider that specializes in assessments for adolescents. But, being so far away from his family in Bel Air, Md., may have been hurting more than helping.

“Nothing worked at first. I was out of control and was a danger to myself and others,” Michael says. “It took a while, but I began to see that I was on a path to destruction and needed to change my behavior.”

What gave him hope was knowing that, if he got better, he would be able to see his family, and that contributed to positive improvements in his behavior. Eventually, Michael progressed through the program and was deemed safe to leave. However, he was not out of the woods. He was

still having issues that would prevent him from returning home and was transferred to Board of Child Care.

“Although I was miserable, the prospect of moving to another (facility) and having to adapt to a new life, was scary,” he says.

I NEEDED TO CHANGE

He noticed major changes, within himself and others, as soon as he arrived on campus. For instance, the employee who greeted him kindly and made him feel at ease: “I knew, from the smile she gave me, that everything was OK; that this place, as awful as it seemed, was actually OK.”

Then seeing his parents again, triggered an even deeper emotional response: “When my dad whispered in my ear for the first time in years that he loved me, I knew I needed to change.”

The journey to recovery began to pick up speed almost immediately when Michael moved into the Baltimore campus, which contains 14 living units and a semi-independent living group home called Gateway. By customizing his treatment, he quickly regained his independence — and his confidence and self-esteem.

“Eventually I moved from Cottage 6 working my way to the semi-independent living program,” he says. “I stayed in a (multi-person) room, and would eventually successfully transition from Gateway out of BCC’s program.”

THE REAL SUPERSTARS

Michael says his recovery would not have been possible without the staff at BCC.

“When I was going through the different stages of my life here at BCC, I realized that superstars on TV are fake,” he says. “It is the people who help you get through life when you are at your worst who are the superstars. They want you to be successful in all that you do and they give you tools and skills to help you be successful on your own.”

Those skills include not only how to handle your condition, he says, but “life skills” like how to cook, how to budget money, how to shop, and how to keep your room clean.

“Basically, everything I didn’t get before but needed in order to live life on my own,” he says.

Michael is currently a student at Woodstock Job Corps, a residential education and vocational training program, and is working toward becoming a certified medical assistant and, one day, a licensed practical nurse.

“The most important thing I learned is to have fun with life,” Michael says. “You only live it once. Go out and hang with friends. Laugh. It’s the best medicine.”



“IT FELT LIKE IT WOULD BE COOL TO COME BACK AND WORK HERE AND GIVE SOMETHING BACK.”

MATTHEW H.

is the head of the on-campus mechanic shop and a proud alum of **BCC's Strawbridge School**.

MATTHEW HOWARD: AN ALUMNUS WHO GIVES BACK

As most anyone on campus knows, Matthew Howard is a well-respected and hard-working member of the Board of Child Care staff. After only two years as head of the on-campus mechanic shop, he has found ways to save thousands in unnecessary charges and updated operations in numerous ways.

What's less well-known is that he's also an alumnus of Strawbridge School. That's not surprising since, as he says, he did not fit the profile of a "typical" student.

"Not everyone who attends Strawbridge School comes from adverse homes," says Matthew. "My family life is actually pretty solid. I was lucky for that, compared to a lot of the other kids here. I have a lot of support from both of my parents."

Yet the school proved to be the right fit for him, in so many ways. More important, the transformation that he experienced during the three years he attended was textbook.

WHAT HE NEEDED

Matthew admits he never felt comfortable in any school, and the middle school years were particularly difficult for him.

"I had a lot of challenges (in 7th and 8th grade), a lot of anxiety and social problems," he says. "I was super-antisocial and had a really hard time in large groups of kids. So I just wound up leaving school to go hang out in the woods for 6 hours. I just needed to be by myself."

The public school system tends to be intolerant of such behavior, and eventually, after receiving some counseling and being transferred to several different schools, Matthew wound up as a day student at Strawbridge. As it turned out, it was what he needed most.

"In public school, it was like you were up to something if you didn't want to go to class or anything like that," he says. "Their answer is always 'no.' Here (at Strawbridge), it was more like, 'how can we help you get back into class at some point?' There is just a strong level of support here for any problems I had, which was really helpful."

'MORE COMFORTING'

Matthew says Strawbridge's focus on the individual student's need, along with small classrooms guided by education specialists, were key to his ability to grow and eventually thrive.

"Coming here felt more comforting, it just seemed different. Here, they were accepting of the type of person I was," says Matthew, who graduated in 2001. "They don't try to 'fix' you, they just try to help you understand that it's OK if you're different. A lot of it is just helping you accept and understand who you are."

One of the things that helped him cope and find a pathway forward, he says, was the school's flexible curriculum.

"I had a lot of electives and I was given more ways to express myself," he says, adding that he spent

a lot of time in the wood shop during senior year, which allowed him to find inspiration and discover something he liked to do. In fact, he originally intended to pursue a career in carpentry after graduation.

Eventually, his desire to work with his hands — and to work indoors on solid ground, rather than up on a roof in bad weather — led him to join his father's auto mechanic shop. He worked there for a decade and gained experience, know-how and increased responsibility.

GIVING SOMETHING BACK

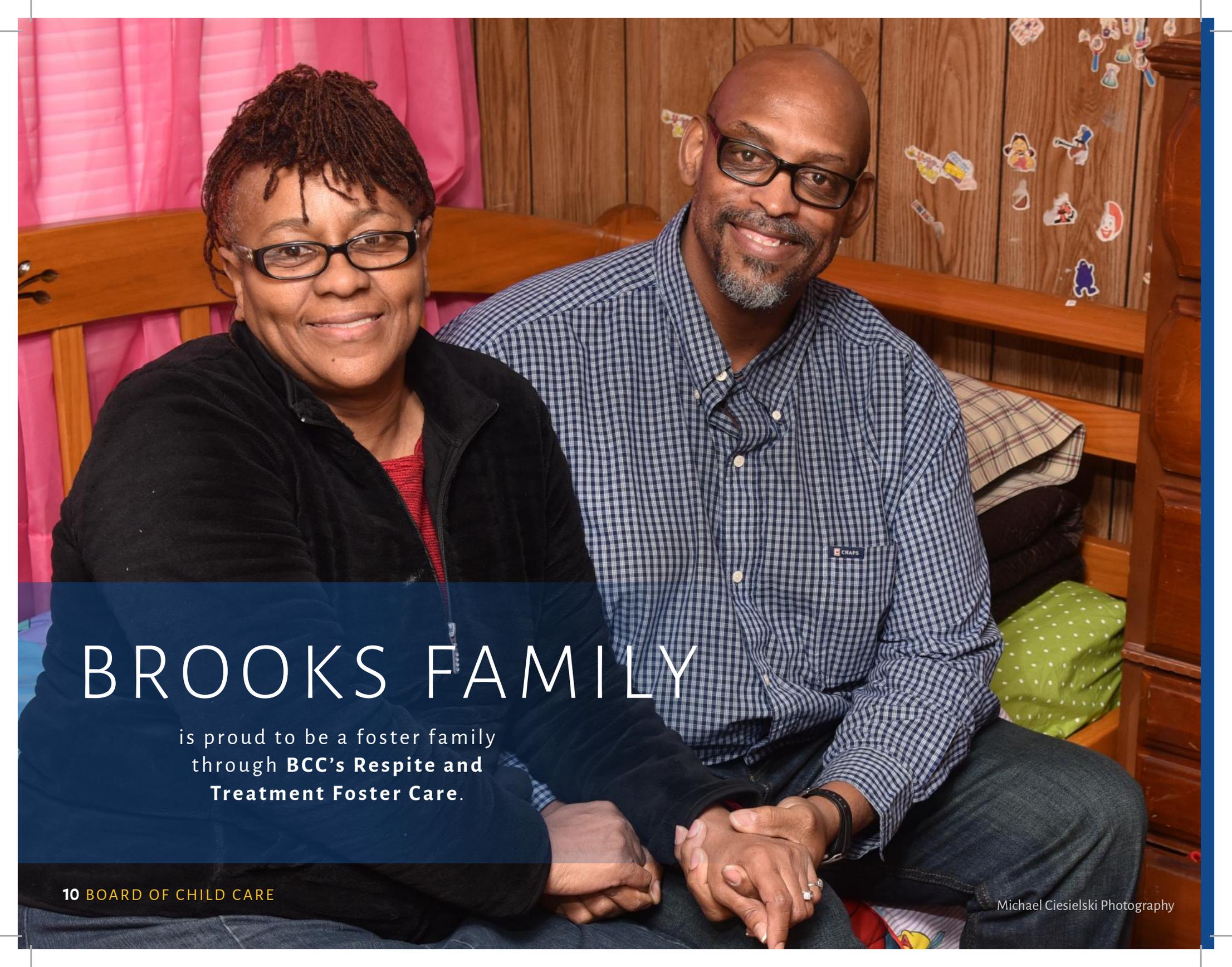
In 2015, when offered the opportunity to come back to BCC to run the on-campus mechanic operations, Matthew couldn't resist.

"It felt like it would be cool to come back and work here and give something back," he says. "I am happy to be back here. It feels like home."

Giving back includes mentoring and teaching. "I have kids who work with me from time to time, and if any are willing to learn, I am more than happy to teach them."

And not just about maintaining and repairing vehicles, either.

"I tell them to embrace this place," he says. "This place has a lot of support and a lot to offer, and I think it's important that they acknowledge that."



BROOKS FAMILY

is proud to be a foster family
through **BCC's Respite and
Treatment Foster Care.**

THE BROOKS FAMILY: GENEROUS SPIRITS

GENEROUS SPIRITS

The Brooks both came of age in Calvert County within families amidst priceless childhood gifts of Love, Nature, Food, Laughter, Faith and Family constructing their generous spirits.

They remained connected to Calvert County while attending college, building solid careers in education. They married and raised a family of four.

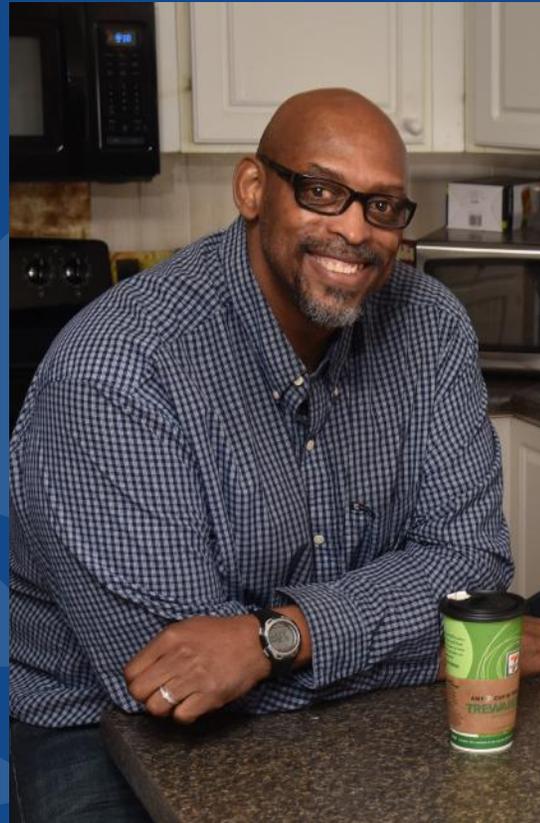
ALWAYS WANTED TO DO IT!

After raising their family, the Brooks generous spirits wished to do more. "Always wanted to do it" said Mr. and Mrs. Brooks. Spring of 2012 their journey would begin. Mrs. Brooks fondly recalls that day. "I was driving my sister to St. Mary's new Social Security offices and caught the Board of Child Care sign out of the corner of my eye. And, a voice whispered to me, this is the place."

KIND WORDS

"We have fostered four kids with Board of Child Care, providing Respite and Treatment Foster Care. It has taught me humility and how to listen, really listen to a kid. Board of Child Care's training "Facing the Challenge" gave us the tools to be successful" said Mr. Brooks.

"A kind word to a child is all that matters. So many kids need help, if we had a larger home we would Foster MORE Kids. Thank you Board of Child Care" said Mr. and Mrs. Brooks.



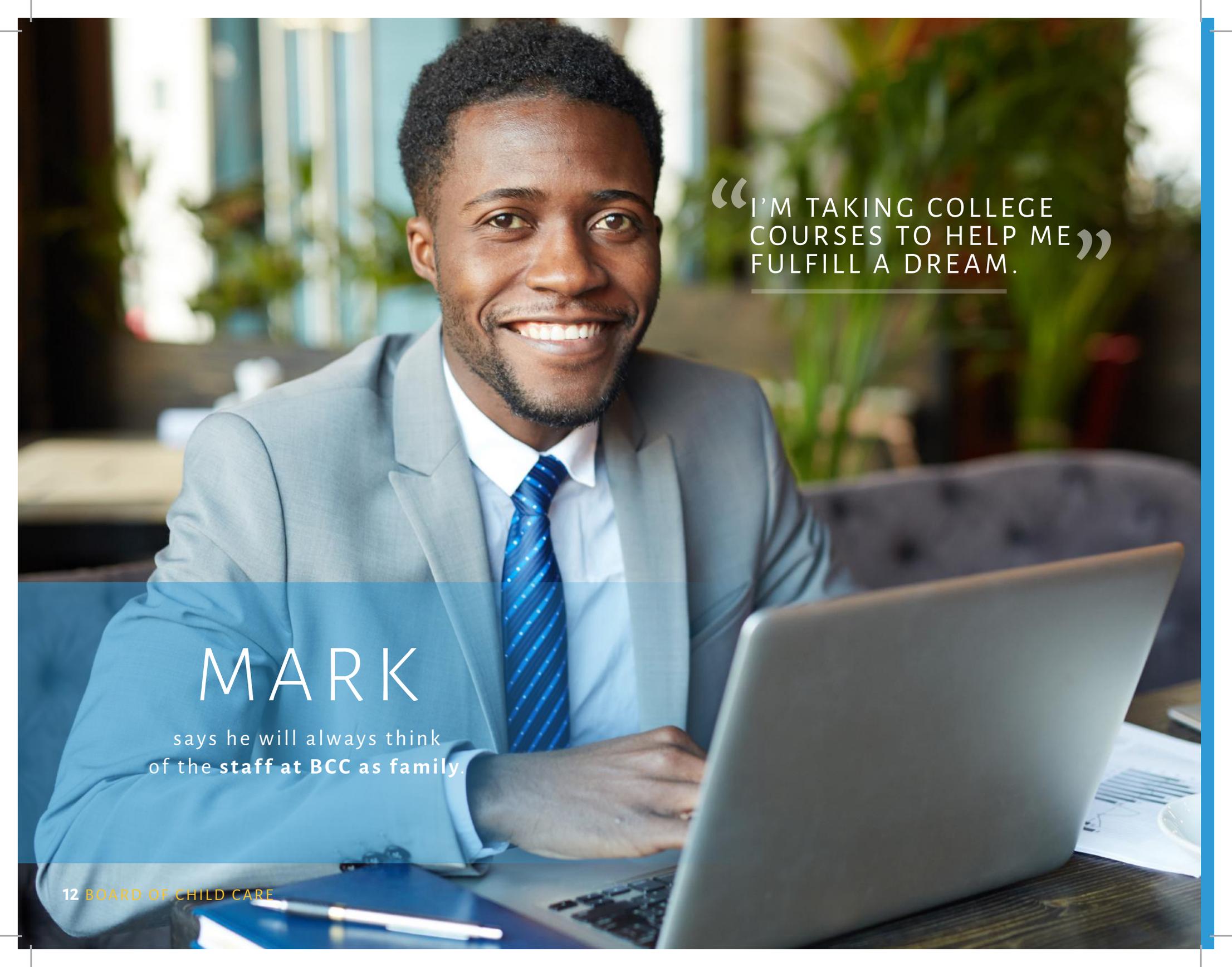
"A KIND WORD TO A CHILD IS ALL THAT MATTERS."

- MRS. BROOKS



"FOSTERING HAS TAUGHT ME HUMILITY AND HOW TO LISTEN, REALLY LISTEN."

- MR. BROOKS

A photograph of a man with short dark hair and a beard, wearing a light blue suit jacket, a white shirt, and a blue patterned tie. He is sitting at a desk with a silver laptop open in front of him, looking towards the camera with a warm smile. The background is a blurred office or meeting space with plants and windows.

“I’M TAKING COLLEGE COURSES TO HELP ME FULFILL A DREAM.”

MARK

says he will always think of the **staff at BCC** as family.

MARK: LEARNING HOW TO BUILD AN INDEPENDENT LIFE

Even though Mark spent only two years in the residential treatment program on Board of Child Care's Martinsburg campus in West Virginia, he accomplished much in his short time there.

Mark's early life was extremely difficult. Rescued from an abusive home situation shortly after beginning elementary school, he lived in and out of foster homes prior to landing in his adoptive home at age ten. After a difficult adjustment, with therapy from BCC, and support from his new mother and grandparents, Mark began to prosper.

His newfound happiness allowed him to reveal his intelligence, and he was considered for gifted and talented classes in the school near their rural home town. He even played on a softball team that year. However, his adoptive family expanded, with the addition of two more children.

TRANSITION AND TURMOIL

Mark admits he resented their arrival. In an effort to maintain his place within the family he resorted to the inappropriate behaviors that had characterized his former life. Amidst this turmoil and transition, tragedy struck: Mark's adoptive grandfather passed away suddenly, leaving Mark bereft and angry. This loss pushed Mark over the edge just as he was entering his adolescent years. He lashed out both at home and in the community.

Such behavior landed Mark first in a detention facility and then in a string of failed residential placements. BCC was his last placement at nearly 16 years of age.

Mark says it took him six months to begin to trust enough to open up in therapy. Although the family tried reunification, supported by therapy and home visits, Mark says he continued to feel "left out and replaced" as his adoptive siblings prospered in his absence. Mark kept resorting to his previous behaviors, which made returning home no longer an option.

BUILDING A NEW LIFE

Eventually, Mark was able to refocus his energy on building a new, independent life. He pursued and was successful in earning his GED and receiving record scores in the process. He earned a scholarship to any state college or university in West Virginia.

Mark chose instead to transition to Job Corps shortly after his 18th birthday. He completed several advanced training programs and now works as an agent with the Transportation Safety Administration (TSA) in a major metropolitan airport in the Midwest.

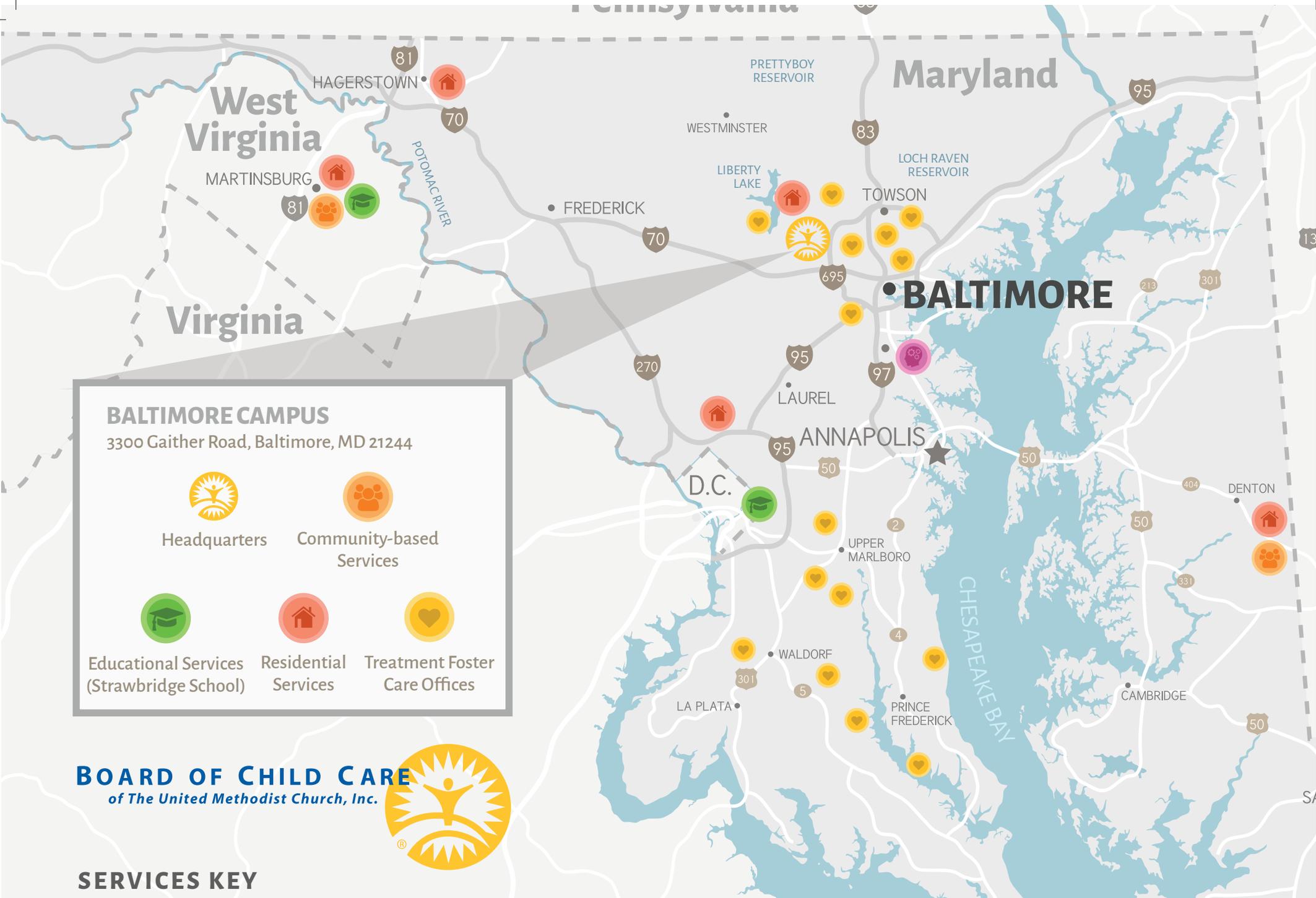
Mark, who still calls or emails his former BCC therapist frequently, says he is happy for now. He has his own apartment with two cats and a bird. Ultimately, however, he says the staff at BCC were

the people he will always think of as family and wants to return to work at the Martinsburg campus. So he is taking classes in his spare time at a local community college to fulfill this dream.



THE STAFF AT BCC WERE THE PEOPLE HE WILL ALWAYS THINK OF AS FAMILY.

The events are portrayed to the best of BCC's alumni knowledge. While all the stories are true, some names and identifying details have been changed to protect the privacy of the people involved.



BALTIMORE CAMPUS
3300 Gaither Road, Baltimore, MD 21244

		
Headquarters	Community-based Services	
		
Educational Services (Strawbridge School)	Residential Services	Treatment Foster Care Offices

BOARD OF CHILD CARE
of The United Methodist Church, Inc.



SERVICES KEY



Community-Based Program



Educational Services



Mental Health Clinic



Residential Services



Treatment Foster Care Homes

OUR PROGRAMS

BCC's core program areas collectively enrich communities, one family at a time, across the Mid-Atlantic.



COMMUNITY-BASED PROGRAMS

From adoption support services to family therapy, BCC's community-based programs share a goal of enriching communities. Some are smaller, locally or grant funded initiatives while others are state-wide programs. This is done by working with families directly or training community partners to understand and respond empathetically to the mental health needs of children and adolescents.

EVIDENCE-BASED PRACTICES

Evidence-based practices provide an informed and scientifically-tested foundation for developing new programs and research studies in adolescent health. These resources offer insight into which practices are working and which practices need further examination in adolescent health.



RESIDENTIAL SERVICES

BCC's therapeutic residential programs are designed for adolescents who require short and long term care. Movement within BCC's continuum is fluid and flexible in both duration and design. Whether a youth is ready for semi-independent living and a community-based placement or needs more of a campus-style arrangement, BCC's flexible offerings can meet a variety of treatment and supervision needs. Residential services are located throughout Maryland and in Martinsburg, West Virginia.



EDUCATION

BCC can provide either in-house or community-based education placement depending on the program and needs of the youth being served. Our Whole Child Education methodology integrates academic, behavioral, clinical, and vocational goals into each student's education plan.

BCC operates both its own stand-alone school (Strawbridge School) and partners with public school systems. All educational programs are licensed by the relevant Maryland or West Virginia State Department of Education.



MENTAL HEALTH

Licensed clinical therapists and child psychiatrists provide mental health services throughout BCC's program services.



TREATMENT FOSTER CARE & RESPITE CARE

Specially trained foster parents and BCC's professional staff ensure youth are nurtured in a safe and encouraging home setting. Full time and short-term opportunities (called respite care) are provided.

BCC trains and certifies foster parents. No prior experience is required! We are always looking for new adults and couples seeking to enhance a child's life!

FINANCIAL STATEMENT

BOARD OF CHILD CARE

Fiscal Year Ending June 30, 2016

ASSETS	June 30, 2016	June 30, 2015
Cash, Accounts Receivable and Other Assets	10,966,438	12,729,774
Property and Equipment	43,130,666	42,420,490
Net Investments	106,985,950	120,372,452
TOTAL ASSETS	161,083,054	175,522,716

LIABILITIES AND NET ASSETS	June 30, 2016	June 30, 2015
Accounts Payable, Accrued Expenses and Other Liabilities	4,638,834	2,804,783
Line of Credit	35,197,499	32,567,312
Net Assets	121,246,721	140,150,621
TOTAL LIABILITIES AND NET ASSETS	161,083,054	175,522,716

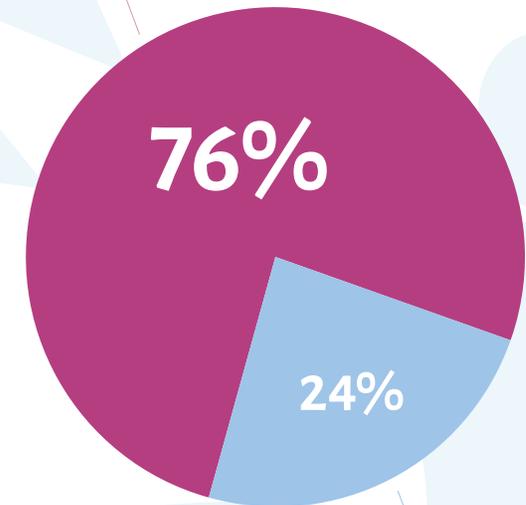
REVENUE AND SUPPORT	June 30, 2016	June 30, 2015
Program Revenue	15,941,323	21,938,288
Gifts, Grants and Contributions	758,175	562,259
Other Income	35,706	102,697
Net Investment Performance and Other	(4,364,527)	8,472,439
TOTAL REVENUE, GAINS AND SUPPORT	12,370,677	31,075,683

PRIMARY EXPENSES	June 30, 2016	June 30, 2015
Program Services:		
Residential	18,838,431	21,532,682
Strawbridge	5,071,172	4,931,364
Supporting Services	2,259,434	1,871,232
Administrative Cost	5,105,540	2,440,412
TOTAL EXPENSES	31,274,577	30,775,690

NET INCREASE (DECREASE)	(18,903,900)	299,993
CHANGE IN NET ASSETS	(18,903,900)	299,993

USE OF FUNDS

Residential, Educational,
and Mental Health



Supporting
Departments



Fall 2015 - The Campolina Way program (Martinsburg, WV) expanded its capacity by an additional house.

INVESTMENTS FOR OUR FUTURE

OUR FIRST YEAR OF TRANSFORMATION

BCC's strategic plan is driving not only program innovation and expansion but also investment in the facilities and technologies needed to support the transformation. Thanks to both our incredible donors and a draw on our reserves we laid the groundwork in FY16 to meet the dynamic challenges and evolving needs of our program participants and their families.

Maryland Programs:

Rooves	562,263
Remodeling of Living Units	500,759
Painting	329,501
Flooring	307,747
New Furniture for Living Units	103,121
HVAC and Water Heater Upgrades	82,869
Doors and Windows	75,919
Kitchen Renovation	28,902
Security System Upgrades	27,504
Lighting Upgrades	14,416
Exterior Fencing	13,403

Total: \$2,046,404

Information Technology Upgrades

Fiber Optic Cable Installed (Baltimore & Martinsburg)	145,880
Cabling	70,400
Workstations	18,768
Networking / Server	18,391
Office 365 Pilot	5,400
Security Cameras	4,779
Bed Check Pilot	3,226

Total: \$266,844

West Virginia Locations:

New Campolina Way Cottage	189,108
New Furniture for Living Units	29,740
Water Heater Upgrades	13,850
Door Repairs	2,680

Total: \$235,378

Early Learning Program (DC):

Remodeling of Classrooms	12,194
HVAC Upgrades	3,133

Total: \$15,327

Facility Investment	\$2,297,109
Information Technology Investment	\$266,844

TOTAL TRANSFORMATION \$2,563,953



 Office 365



CORE VALUES

SAFETY AS A MINDSET

We value life, spirit and health above all else. We take action to maintain the safety of our workplaces, our programs and our services. We are personally accountable for our own safety and collectively responsible for the safety of our community.

ACT WITH **INTEGRITY**

We employ openness and honesty with all stakeholders, in pursuit of both the best program outcomes and team culture. We, as an organization, must build trust with our program participants. We do this by being thoughtful, transparent and committed to our decisions and promises.

LISTEN AND RESPOND WITH **EMPATHY**

Empathy guides our programming and culture at all levels. A supportive work and program environment means processing a desire to know and understand others. We recognize empathy will help us better understand what type of care and encouragement to provide.

IMPACT DRIVES LASTING CHANGE

We seek to make lasting change in the lives of those we work with by providing services that are durable, measurable and sustainable. We will maximize our impact by investing in staff and board development. Feedback gathered from our entire community will enhance and strengthen our programs and their outcomes.

BOARD OF CHILD CARE
of The United Methodist Church, Inc.



3300 Gaither Road
Baltimore, MD 21244
boardofchildcare.org

Serving Maryland, West Virginia and DC.

