



RESILIENCE

2017 / 18 FISCAL YEARS ANNUAL REPORT

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



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A MESSAGE

from PRESIDENT & CEO,
LAURIE ANNE SPAGNOLA

and
BOARD OF
DIRECTORS CHAIR,
GUY EVERHART



Hello Friends!

In this combined FY17 and FY18 report, we are pleased to update you on our work and efforts grounded by our purpose: enriching communities, one family at a time .

This year's report theme, RESILIENCE, stems from the mental health services we provide. Children who experienced past trauma need a highly trained, specialized team of caregivers. During the past two years, we focused heavily on training and infusing trauma responsive, evidence-based practices into our service delivery.

Our multi-year capital investment plan to improve our physical and technology infrastructure is well underway! These investments helped us catch up on maintenance to roofs and equipment, which in turn are preparing us for a more digitally-focused future and expanding our capacity to serve more children and families.

When communities need extra support, we are proud to say BCC steps up. We launched an Alternative Learning Program in West Virginia and provided mental health first aid training to community and spiritual leaders .

Your support breathes life into our organization. Thank you. We hope the stories and updates throughout this report help connect you to our organizational purpose – enriching communities, one family at a time

With immense gratitude,

A handwritten signature in cursive script, reading "L A Spagnola".

Laurie Anne Spagnola
President & CEO

A handwritten signature in cursive script, reading "Guy F Everhart".

Guy Everhart
Chair, Board of Directors

STRATEGIC **Plan**

BCC is in the process of completing its 2016-2019 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**

BCC does not have separate mission and vision statements.

We are driven by a singular purpose: Enriching communities, one family at a time.

CORE **VALUES**

BCC has four core values. You can read more details about

Safety, Integrity, Empathy, and Impact on the back cover of this report.

CENTRAL **GOALS**

Our goals have focused our effort on improving programs and

operations that ultimately provide measurable, sustainable outcomes.

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.

FY2017

438

total
youth served

\$18,429

alumni grants,
student loans &
youth scholarship
awards

125 youth

youth stepped
down in care

\$127,720

employee
continuing
education & staff
development

80%

of youth stepping
down were
reunified with
their families

19,684

staff training
hours



703

total
youth served

\$19,550

alumni grants,
student loans &
youth scholarship
awards

281 youth

youth stepped
down in care

\$178,903

employee
continuing
education & staff
development

86%

of youth stepping
down were
reunified with
their families

23,468

staff training
hours

FY 2018





EMILY O'Brien

finding light at the beginning of the tunnel

Although she's nearly halfway through her freshman year in college, Emily says she's still pinching herself about being there. "I didn't ever think I'd go to college," she says. "I honestly didn't think I'd make it to my sixteenth birthday, but I did."

—a big struggle—

Glancing back, Emily admits that completing her journey would not have been possible without the help she received at BCC. "I was separated from my immediate family growing up and it was a big struggle for me. Luckily," she says, "I was placed with my grandparents when I was four."

Part of that struggle involved battling depression and anxiety, which Emily says began at a young age. She also struggled in an academic setting.

getting some help

To get Emily some help, her grandparents enrolled her in the outpatient counseling program with BCC, starting in the 8th grade. The benefit was almost immediate, she says.

"I went to counseling all throughout high school, and it definitely helped me catch up on the things I thought I was lacking in and helped me build coping mechanisms," says Emily, who attended weekly sessions.

One of the programs, offered at BCC, that made a big impression on Emily was the SPARCS group therapy. A 16-session group intervention, Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS) is designed to address the needs of chronically traumatized adolescents who may still be living with ongoing stress and may be experiencing problems in several areas of functioning.

"In high school, I was diagnosed with PTSD, and that was something that really set me back," Emily admits. "I mean, there were sometimes that I would wake up and I just didn't know where I was, and that was a low for me."





the SPARCS she needed



Having access to a therapist and a psychiatrist, and being able to discuss her struggles openly with them in a peer setting, helped Emily to overcome her fears.

"I don't feel that way anymore, I don't feel scared," she declares. "I wake up every morning, and I know where I am. I'm not afraid the way I used to be."

Being able to help others allowed her to help herself, too, she says.

"Although I really benefited from the one-on-one counseling, the group therapy allowed me to connect to other people who had similar issues to me," Emily says.

Gaining her confidence back, says Emily, is the main reason she was able to excel in high school and get into the college of her dreams. Earning a BCC scholarship at the end of senior year didn't hurt either.

"Well, I can say when I started I couldn't really see a light at the end of the tunnel or anything like that," she shares. "But now I see a light at the beginning of the tunnel. I don't think that I would be the person I am today without Board of Child Care."

EDDIE Cartagena

sharing a love of music to transform lives

If you look up the word “multitasker” in the dictionary, odds are you might find a photo of Edwin Cartagena. An employee of the Strawbridge School at Board of Child Care (BCC), “Mr. Eddie,” as he’s affectionately known on campus, doesn’t simply have one job – he has many.



“I am a one-on-one at Strawbridge, an aide, and I’m also a teacher’s assistant, or TA, there, too,” says Mr. Eddie, who joined the staff in 2013. “I come from a special education background – my mother was a special education teacher,” he explains. “So I researched, and Strawbridge School seemed like a nice school to work in. And it’s been a great five years. I’ve done everything: I’ve taken over classes teaching, I’ve done TA work and one-on-ones. And it has been really rewarding.”

Mr. Eddie admits that his most recent role at BCC, one that combines his vocation with his avocation, might be the most rewarding to date. “I am also a professional musician, and when I was asked to teach music in the Caminos program, I went for it,” he says.

A unique opportunity

One of BCC’s newest programs, Caminos provides safe, secure placement options for children who have recently migrated to the United States and are seeking opportunities for reunification with family, as well as the chance to pursue their education and legal immigration cases. Working with the Caminos students, most of whom come from Guatemala and Honduras, provides him with a unique opportunity. “We Latinos all love music,” says Cartagena, a bass player by trade. “I teach them piano, guitar, some bass, drums and whatever they are interested in, whatever instrument I can show them. Some are in the beginning stages, and a lot of them are musically inclined. My role is to help them further their interests, so they can take it to the next level, wherever they go from here.”



“Managing uncertainty, by being flexible enough to take on a lot of different roles, is the key to success – and happiness.” Mr. Eddie says.

“Every day, it’s a different day here, no two days are alike,” he says. “So you know, with these kids, whether it’s Caminos or walking upstairs to Strawbridge and special education students, they need to see you, the same teacher, every day.”

Making the transition from childhood to adulthood is challenging for any student. Having a chance to help the students at Strawbridge do it, by teaching them important life and career skills, big and small, has been “a wonderful experience,” Cartagena says.

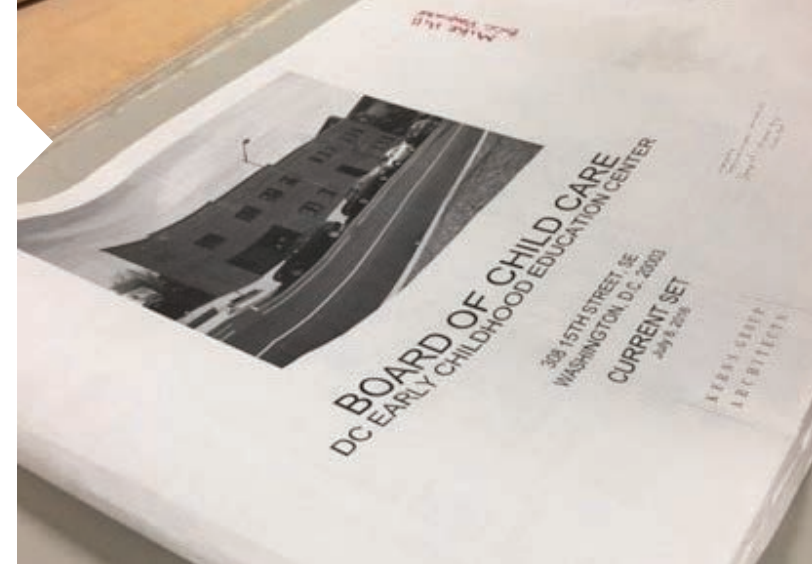
“It’s been rewarding, and I come to work happy,” he says. “You find those moments throughout the day where you can make a difference in a student’s life, and that’s the best feeling.”

Early Learning Program Increases Capacity

Renovated center able to serve 56 more students

BCC is continuously seeking ways to better support young children early in their educational careers. The positive impact of investment in early education is backed by national research. One major US city found expanding early learning initiatives provides benefits to society of roughly \$8.60 for every \$1 spent, about half of which comes from increased earnings for children when they grow up.*

On Friday, May 11, 2018, BCC unveiled the results of our \$1.2 million investment in our Early Learning Program, located in the South Capitol Hill District of Washington, D.C. The second-floor offices were dismantled and converted into



ENRICHING Communities

classrooms, which has allowed the program to grow from a capacity of 72 to 128 students. In addition to the new classrooms, a new rooftop playground, new staff and student bathrooms, and parent lounge were also installed.

BCC is incredibly proud of the work its DC-based team is doing daily with the students and families who attend the center. We know that the long-term impact of this effort will truly enrich communities for many years to come.

*Reynolds, Arthur. 2011. *Age-26 Cost-Benefit Analysis of the Child-Parent Center Early Education Program*
onlinelibrary.wiley.com/doi/abs/10.1111/j.1467-8624.2010.01563.x





Brain Architecture Game

Building Resilient Brains with Baltimore County School Family Community Engagement Liasons

On January 31, 2018, BCC hosted a free Brain Architecture Game workshop. The interactive experience demonstrates how trauma, known as Adverse Childhood Experiences (ACES), affects a young brain. One hundred and twenty-five Baltimore County School Family Community Engagement Liasons participated.



West Virginia Alternative Learning Program

All things are possible when we envision obstacles as opportunities

One of our new programming accomplishments is our West Virginia Youth Reporting Center. The Alternative Learning Program (ALP) is a unique collaboration with community and agency leaders to reimagine and redefine the outcomes for youth stepping down in care when returning to their local schools and communities. ALP leverages BBC's continuum of care

with educational services for youth transitioning down from residential care and assimilating back home to their school and local communities.

The ALP is a public-private partnership between BCC, Division of Juvenile Services (DJS), Berkeley County Schools (BCS),



West Virginia Department of Education (WVDE), and the Office of Diversion and Transition Programs (ODTP). This collaboration is the first of its kind in West Virginia.

BCC leaders provide health advocacy and program development in their communities

BCC leaders assist volunteers with initiatives such as early childhood learning. Also, BCC provides job training, health assessments, and nutritional guidance to local communities.

Besides offering health information and guidance, BCC partners with residential leaders and local officials to develop new programs.



Mental Health First Aid Mondawmin Mall

Through a partnership with BG&E, Touchpoint Community Services was founded. BCC Director of Community and Program Supports, Shawn Elbert, provided free Mental First Aid and Trauma Informed Care training to community citizens and AmeriCorps students.



TFC PARENT **Mr. Santiago**

You Don't Have to Be Perfect: Becoming a Treatment Foster Care Parent

Like so many before him, Alfredo Santiago says becoming a Treatment Foster Care (TFC) parent was a natural fit.

"I come from a very large, extended family," says the native of New Jersey who's been living and working in Baltimore for 20 years. "So having an extended family made sense to me."

What makes his experience seem out of the ordinary – extraordinary, really – is that Alfredo is single and decided to become a foster parent for the first time about two years ago. And his first foster child? A sixteen-year-old boy named Marvin.

He saw the sign

Alfredo says that, because he's served for decades as a clinical social worker, primarily focusing on child welfare, he's used to being around teenagers. So, in some ways the adjustment to instant fatherhood wasn't too difficult. What was more surprising was the way he was inspired to become a foster parent in the first place.

"I saw a billboard sign that said, 'You don't have to be a perfect parent to be a parent,'" he says. "It just kind of confirmed for me that, you know what, I should act on this feeling instead of just thinking about it."

Not long after that, representatives from the Board of Child Care visited his church and spoke about the need for foster parenting.

"And that kind of sealed it," he says. "That was the trigger, actually having somebody reach out and say, 'Would you do this?'"

So he took the plunge: Within a few weeks he was certified, had begun the process to become a TFC parent, and eventually was introduced to Marvin. Recently, the two celebrated a year of family-hood.

Overcoming challenges

Of course, the journey has not been without its challenges, Alfredo admits. For one thing, even though both men share Hispanic backgrounds, there were some hurdles to overcome.

"He's from El Salvador, in Central America, and my family's from Puerto Rico in the Caribbean," he says. "So being from different cultures, created a challenge for both of us."

So much good has come of it, too, Alfredo says. Just about everyone in that very large, extended family of his has embraced the idea of adding Marvin to the mix. And a few may have taken things a bit too far.

"The last time we got together, my mom came with a prepared meal, which I thought was for me," he says with a laugh. "And she said, 'No, it's for Marvin. It's his favorite dish, so I made it for him.' I was like, 'Wow, I'm sharing Mom with somebody else.'"

—He's definitely my family—

Alfredo adds that becoming a TFC parent has taught him a lot about what it means to be a parent. For example, it's very different being single, he says.

"It's not like a divorced parent, where you can still count on the other parent to support you," he says. "I don't have that. But we do have each other and, together we figure out how to get things done."

Perhaps that's the biggest lesson, he says.

"Like the billboard says, don't limit what you believe about a family," Alfredo states. "I'm a happy person, and I feel like having Marvin in my home has added to that happiness. He's definitely my family."

Mei-le Apalucci

Finding the Confidence She Needed to Pursue Her Dreams



Although she may not have a star on Hollywood's Walk of Fame – not yet, at least – Mei-le says she is nonetheless already living out her California dreams.

Only a year out of college, Mei-le now resides in Los Angeles, working in her chosen field, the film and television industry, and is already finding top positions. She most recently served as the Office Production Assistant for a TV show called “Unapologetic with Aisha Tyler,” a talk-show hosted by the actress and comedian, discussing topical female-centric issues.



Pursuing a dream

Not a typical career path for a former foster youth who has, as she says, “lived in Maryland my entire life.”

“I still can’t believe it happened,” says Mei-le, who turned 23 over the summer. “It’s still kind of a whirlwind.”

After graduating in 2017 from McDaniel College, in Westminster, Maryland, with a Bachelor’s degree in film and art, and a minor in psychology and sociology, Mei-le said she just decided to “go for it.” She packed up her belongings and headed out to Los Angeles, hoping “to work my degree in the ways that I could” in pursuit of a career. Apparently, she hit the ground running.

Not a typical foster youth

If this all seems a bit unusual, and even a bit surreal, it’s because Mei-le is not your typical foster youth. Adopted as an infant from Guangzhou, China, she lived in Reisterstown until 2008, when her adoptive mother passed away suddenly.

At 12, Mei-le went into an emergency placement in Towson, and then transitioned to another family with whom she lived through high school. However, upon entering college, her foster family situation changed again. Realizing she couldn’t stay on campus during long holiday breaks, and unable to live with her foster parents, she was introduced to Board of Child Care.

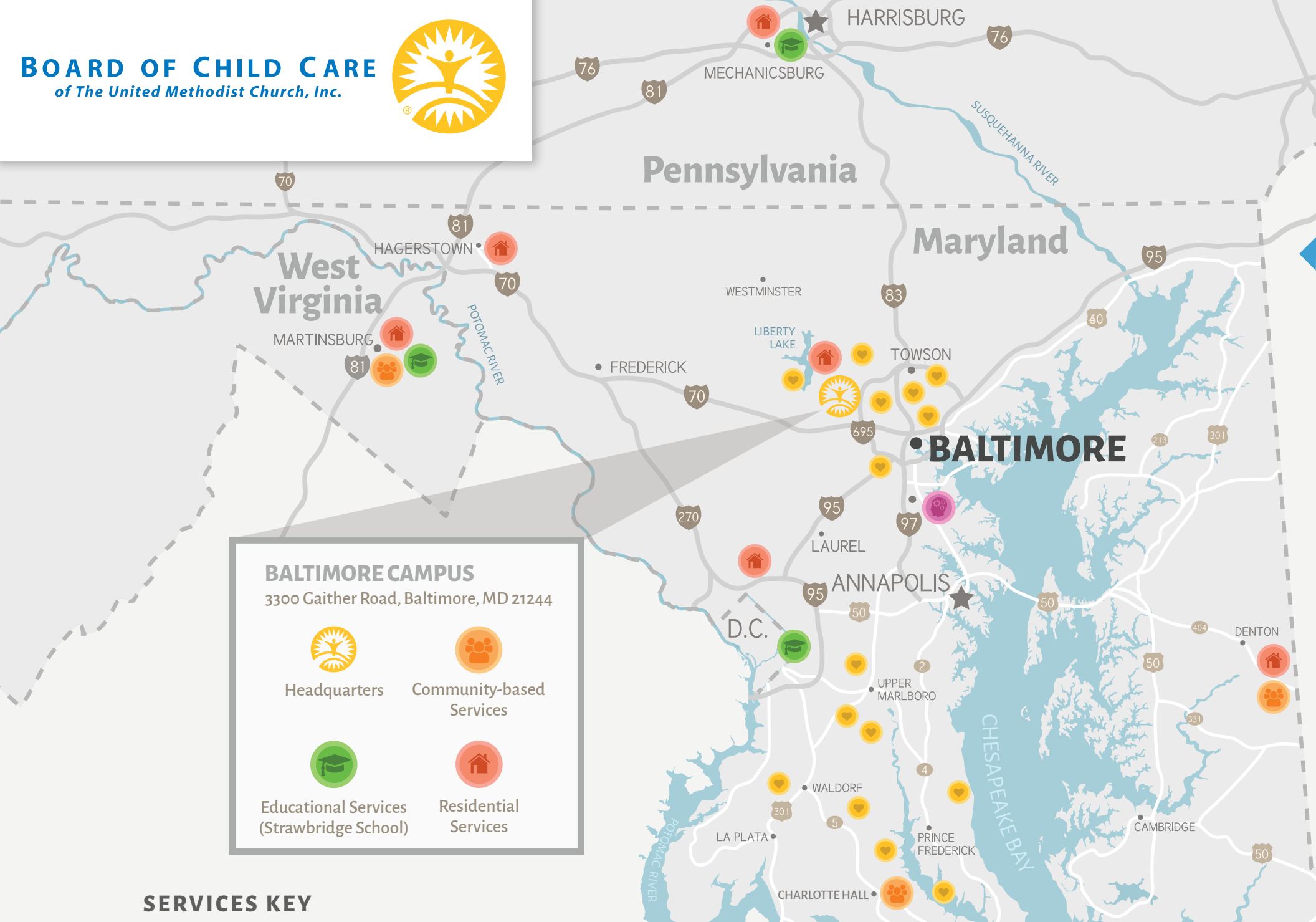
“BCC is one of those support networks that I can’t even imagine how my life would’ve been without it,” she says.

A –safety net–

BCC’s Baltimore campus serves several distinct program populations, and offers a recreation and activity center, dining hall, conference center, and more. Based on her past as a foster youth, Mei-le was able to live on campus and receive necessary treatment during the winter break of her freshman year. She returned for spring and summer breaks and continued to stay at BCC intermittently, when she was unable to live on campus at college, until her graduation.

The experience, she says, was transformational.

“BCC was kind of a safety net,” Mei-le says. “Knowing that I could come back to it, no matter what – that was really the biggest driving force that gave me the confidence to come out here to California to really pursue my career in film and follow my dreams.”



SERVICES KEY



Community-based Services



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

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.



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! Visit boardofchildcare.org/herquiz to get started!



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.

Our Continuum of Care supports a consistent team & treatment philosophy.

- Consistent treatment philosophy delivered via evidence-based practices.
- During an episode of care, movement within continuum is fluid and flexible in both duration and design.
- The Care Team remains consistent throughout. "What works" isn't a new discovery process with each placement as knowledge transfer is seamless.



MENTAL HEALTH

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



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.

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.



BOARD OF CHILD CARE

FISCAL YEAR

Ending June 30, 2017

ASSETS

	June 30, 2017	June 30, 2016
Cash, Accounts Receivable and Other Assets	5,716,564	10,966,438
Property and Equipment, Net	42,528,734	43,130,666
Investments	117,443,845	106,985,950
TOTAL ASSETS	165,689,143	161,083,054

LIABILITIES AND NET ASSETS

Accounts Payable, Accrued Expenses and Other Liabilities	4,722,222	4,638,834
Line of Credit	37,777,499	35,197,499
Net Assets	123,189,422	121,246,721
TOTAL LIABILITIES AND NET ASSETS	165,689,143	161,083,054

REVENUE AND SUPPORT

Program Revenue	17,391,323	15,941,323
Gifts, Grants and Contributions	569,960	758,175
Other Income	31,392	35,706
Net Investment Income, Investment Performance and Other	17,059,848	(4,364,527)
TOTAL REVENUE, GAINS AND SUPPORT	35,052,523	12,370,677

PRIMARY EXPENSES

Program services:		
Residential	22,820,275	19,436,352
Educational	5,820,493	5,117,960
Non-Government Reimbursable Programs	1,633,127	1,614,725
Supporting Services	487,931	453,976
Administrative Cost	2,347,996	4,651,564
TOTAL EXPENSES	33,109,822	31,274,577

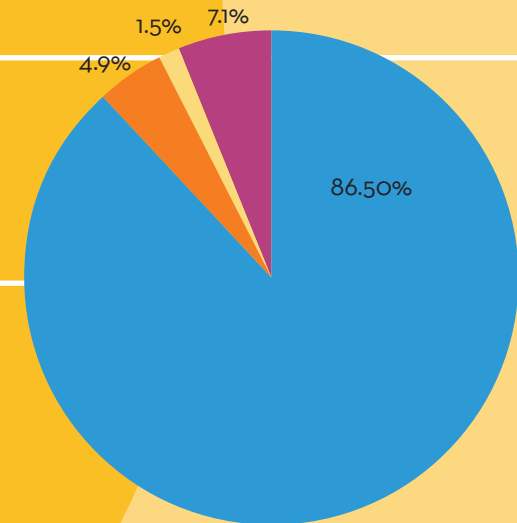
NET INCREASE (DECREASE)

	1,942,701	(18,903,900)
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CHANGE IN NET ASSETS

	1,942,701	(18,903,900)
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Use of Funds



- Residential, Educational, and Mental Health
- Non-Government Reimbursable Programs
- Supporting Services
- Administrative Cost

Financial Statements

FISCAL YEAR

Ending June 30, 2018

ASSETS

	June 30, 2018	June 30, 2017
Cash, Accounts Receivable and Other Assets	3,243,173	5,716,564
Property and Equipment, Net	41,891,670	42,528,734
Investments	120,135,973	117,443,845
TOTAL ASSETS	165,270,816	165,689,143

LIABILITIES AND NET ASSETS

Accounts Payable, Accrued Expenses and Other Liabilities	4,312,184	4,722,222
Line of Credit	38,954,402	37,777,499
Net Assets	122,004,230	123,189,422
TOTAL LIABILITIES AND NET ASSETS	165,270,816	165,689,143

REVENUE AND SUPPORT

Program Revenue	20,368,784	17,391,323
Gifts, Grants and Contributions	751,997	569,960
Other Income	33,188	31,392
Net Investment Income, Investment Performance and Other	13,980,990	17,059,848
TOTAL REVENUE, GAINS AND SUPPORT	35,134,959	35,052,523

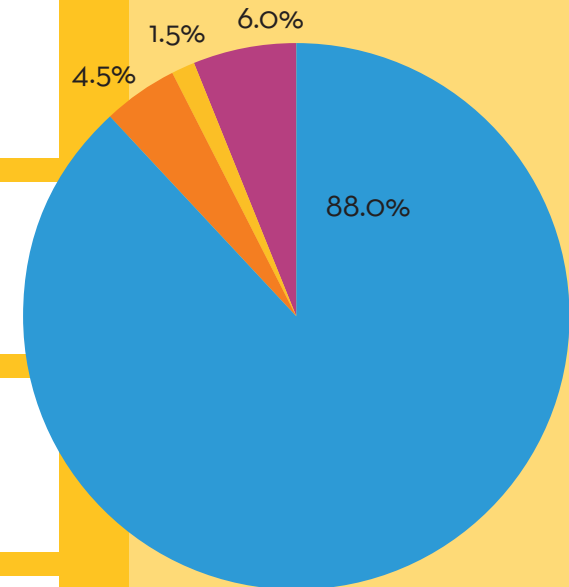
PRIMARY EXPENSES

Program services:		
Residential	26,792,369	22,820,275
Educational	5,250,016	5,820,493
Non-Government Reimbursable Programs	1,630,855	1,633,127
Supporting Services	505,629	487,931
Administrative Cost	2,141,282	2,347,996
TOTAL EXPENSES	36,320,151	33,109,822

NET INCREASE (DECREASE) (1,185,192) 1,942,701

CHANGE IN NET ASSETS (1,185,192) 1,942,701

Use of Funds



- Residential, Educational, and Mental Health
- Non-Government Reimbursable Programs
- Supporting Services
- Administrative Cost

CAPITAL Improvements



Early Learning Program Expansion Washington, DC

To meet the community need for affordable quality child care, BCC committed financially to renovating the upper level of our Early Learning Program. Our investments in technology, renovations and subsequent upgrades increased the number of families we serve in the South Capitol Hill District known as Ward 6.



Chapel - new chairs
bathroom remodel



new gym roof
outdoor lighting
security windows

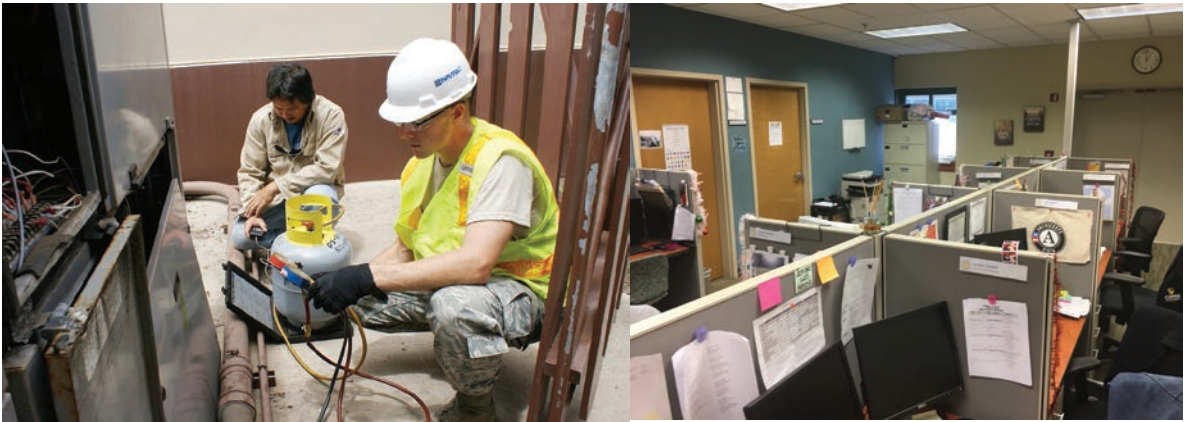


As the caretakers of BCC's legacy, we continue to financially invest in building for the future generations who will serve our nation's youth, families and communities.

BCC completed several major renovations and upgrades throughout our campuses to increase our scope of operations and extend the life of our properties with new roofing, furniture, and an Electronic Health Records (EHR) system.

outpatient Mental
Health Clinic
new HVAC

Case Managers
cubicle suite
(Camino)





Contact Us:

Board of Child Care
3300 Gaither Road
Baltimore, MD 21244
boardofchildcare.org

Services across the Mid-Atlantic.

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.