



STRENGTHENING MIND & SPIRIT

**LEROY HAYNES**

PROGRAMS FOR THE DEVELOPMENT OF CHILDREN

## 2010 Annual Report and Summary of Achievements



Dear Friends,

In 1946, LeRoy and Jeanne Haynes opened their home to young boys who had fallen on hard times. They used their life savings to purchase the Reynolds Estate in La Verne, California. On July 1, 1946 the LeRoy Boys' Home opened its doors to 10 young boys and has evolved into what is today the LeRoy Haynes Center (LHC). Back in LeRoy Haynes' time, the agency served small numbers of young boys who were abandoned, homeless with no place to go and the numbers were only limited by the space available at the time.

Imagine what LeRoy and Jeanne Haynes would think of LHC now, as we celebrate our 65<sup>th</sup> anniversary. From our humble beginnings, we have grown into an organization that operates on two sites and serves children from across the State. More than 800 children and families annually receive direct service through LHC programs. These programs include a therapeutic residential treatment program, which helps young boys heal so they can return home or to a lower level of care; a transitional housing program for boys turning 18 years old who age out of the foster care system and don't have the family support they need to survive; a school for special needs children that provides focused, intense and comprehensive educational and support services provided by the highest qualified special educators; children and family counseling services to support the emotional and mental health challenges faced by the entire family; the leading autism program in the Pomona Valley region providing intense educational, social and living skill services tailored to the learning style of our students; and the S.T.A.R. program (Services That Accelerate Results) providing special education services to children in the home and the public school setting.

This story highlights two things about LHC that make us very special—our longevity and our ability to adapt to changing needs. The needs of high-risk children across California are more urgent than ever. Too many children suffer from abuse or neglect, or exposure to violence in their neighborhoods or schools. Too many children grow up in circumstances that threaten their health and well-being, as well as the fabric of the entire community.

We are proud of the good work that LHC has done in its 65 years of service. But this is not the time to rest on past accomplishments. To meet the growing needs of children whose lives are affected by abandonment, neglect and other special challenges, we are committed more than ever to grow the number of children and families we reach by expanding our services and facilities.

We are well underway in pursuing this goal. During 2010, LHC took over operation of Parkhill School that provides special education services to children with severe emotional and other learning disabilities located in the San Fernando Valley region. The two acre facility can serve up to 120 children providing specialized education services, treatment, parent education, enrichment and has become the premier special education school in the region.

Over the years, LHC has had the tremendous good fortune of working with dedicated individuals, foundations and corporations as well as our generous support groups. To succeed in our ambitious plans to expand and build programs we will need your caring and continued support. We invite all of our friends, old and new, to learn more about LHC and to get involved in our efforts. You'll likely find, as we have, that your participation will change your life as well as the lives of the children and families we serve.

Sincerely,



John Renken  
Board Chairman



Daniel S. Maydeck  
President & Chief Executive Officer



## History

While working as a chaplain at the Fred Nellis Youth Authority in Whittier, California, LeRoy Haynes came to believe there was a better way to help many of the troubled boys he saw. He felt that intervention and treatment in a home-like setting were crucial if these boys were to become productive adults. So, in October 1946, he and his wife Jeanne used their life-savings to purchase the Reynolds Estate in La Verne, California. There, they opened the doors of LeRoy Boys' Home to 10 residents.

In 1994 we officially changed our name to LeRoy Haynes Center which better communicates the depth of our programs. In addition to the original group home, which has evolved into our therapeutic residential treatment program, a non-public school opened on campus in 1989. A community mental health outreach program was added in 1998 and in 2009 our transitional living program expanded our continuum of services. In 2010 we assumed management responsibilities for Parkhill School that provides special education services to children in the San Fernando Valley.

Last year our agency served more than 800 children and youth, ages 5 to 22, and families through four main programs and a host of subsidiary services.

*Although the years may change, camaraderie remains the foundation of childhood fun.*





*Success builds self-esteem. We encourage our children to push past their fears in order to be their best.*

## 2010 Achievements

It is with the inspiring support of our staff, parents, board of directors, philanthropic partners, volunteers and governmental colleagues that we are able to be enormously beneficial to the children and families we serve. Our 2010 achievements present a vivid picture of our collective ability to strengthen the minds and spirits of the children in our care:

126 boys ages 7 to 17 were residents of LeRoy Haynes Center.

6 months represented the average length of stay for boys living in our therapeutic residential treatment program.

63 of our foster care children were successfully reunited with family, adopted or discharged to a lower level of care.

100% of residents realized improved physical health as a result of implementing health treatment plans for each child.

30 different off-grounds activities including cultural outings, college fairs, sporting events, leadership training and recreational pursuits were available to residents each month.

35% of residents participated in academic tutoring, leadership development training, music instruction, organized sports and/or work experience.

53 teens successfully completed the emancipation curriculum and graduated from the program.

178 boys and girls were students at the Haynes Special Education Center; 96% of the population were males, 4% of the population were females.

16 months was the average length of stay for students enrolled in our special education program.



8% of our students were discharged to a less restricted environment and succeeded in returning to public school.

5 students graduated and earned their high school diplomas. Of our graduates one went on to attend Citrus College, one enrolled at Mt. San Antonio College, one was already a member of the workforce and one entered the Job Corps.

99% of our students realized on-time promotion to the next grade level.

More than 300 parents, educators and caregivers attended our series of free autism and developmental disabilities community education workshops.

252 children and families received mental health services.

15,000 hours of counseling services were provided through our mental health services program.

14 young men, ages 18-19, who were recently emancipated and each in imminent danger of homelessness were served by our transitional living program.

366 community volunteers transformed our campus by donating their time and talents in building a new 2,100 square foot playground, garden, outdoor classroom, seating and painting a mural during our KaBOOM! playground build day on July 9.

We held our Inaugural Celebrate Being a Kid Lighting Event on December 3. In preparation for the event, Christmas Light Pros in partnership with 70 volunteers installed more than 2 miles of community donated holiday lights.

*With each small victory  
our children learn to  
aspire to new heights.*





## Special Education Program

*Our continuum of programs is designed to enhance each child's educational and personal experiences.*

The Haynes Special Education Center is a state-certified, non-public special education school for youth ages 5 to 22 that are having difficulty functioning in the public school system due to learning disabilities, emotional or behavior challenges, autism spectrum disorder and pervasive developmental disabilities.

Our special education program provides specialized instruction tracks leading to high school completion and beyond. The program is designed to encourage the utmost achievement in every student. Students are placed on a traditional diploma track, a GED (General Educational Development) track or a community based learning program with a certificate of completion.

Within our school program we provide teacher-directed instruction, a student to instructor ratio of 5:1, an academic curriculum based on California State Frameworks and Standards (language arts, mathematics, science, social sciences) and enrichment activities including the arts, athletics, technology and leadership.

Diagnostic testing, behavior intervention therapy, speech and language evaluations, speech and language therapy and occupational and movement therapy add to the program's breadth.



## SUCCESS

*Victor spent much of his childhood in foster care. "I went to school but caused trouble. I was rebellious and really didn't care, and then I realized I could do better. I started making plans," he explained.*

*Victor became part of our transitional living program in 2009 where he*



## Therapeutic Residential Treatment Program

Our therapeutic residential treatment program provides a safe and nurturing environment for abused, abandoned and/or neglected boys ages 7 to 17, or those who require additional support and guidance prior to returning home or to a lower level of care.

Our program continues to be recognized by the Department of Children and Family Services as a preferred provider in Los Angeles County as a result of our ability to consistently meet the standard of safety, well-being and permanency for all youth placed in our care.

During 2010 we were acknowledged by the County of Los Angeles Department of Children and Family Services for our exceptional service in the areas of maintaining an environment free from substantiated abuse, successfully supporting and meeting the standard of family reunification, maintaining comprehensive needs and services plans and providing all eligible youth with emancipation or equivalent services.

Within our cottage environment our children who have been abused, neglected or abandoned experience a sense of belonging where personal responsibility is stressed.

*We work to help our children avoid being misdirected by circumstances while guiding them to move in the direction of their goals and dreams.*

*found stability, encouragement and the support he needed to begin his journey to self-sufficiency. While attending Citrus College in 2010, Victor earned a 3.8 grade point average and was recognized on the Dean's List for his academic achievements.*

*According to Program Director Jason Green, Victor was on fire with his goals from the day he entered the program, "He has incredible study habits, skipping social events and studying all night while working to achieve his goals."*

*"I didn't have parents to help me. Jason has been like a father figure to me. He listens to me. I want a better future and I can get that by taking advantage of the opportunity I have been given. I want people to know that foster kids need their help. Transitional living programs like this one are important," added Victor.*



## Transitional Living Program—Post Emancipation

*With our guidance our youth are creating clear action plans that include strategies and timelines.*

Our transitional living program provides safe housing for up to 24 months for males ages 18 to 24, who have recently emancipated from foster care. Our on-site, multi-unit apartment building provides a stable home for our youth as they learn to fully understand and experience the ABC's of adulthood—accountability for one's actions, basic living skills and becoming a contributing member of the community.

In addition to safe housing we provide supportive services that include: case management, coordination with the Los Angeles County Independent Living program, mentoring, financial literacy, job readiness training, educational assistance in completing high school and pursuing college or post-high school training, individual and group therapy, 24-hour crisis intervention and medical and dental services support.

## SUCCESS



*Bryan had been enrolled at our school for about a year when fate would again rear its unfortunate head. He had already faced setbacks and struggles with a difficult medical condition. It had been discovered during his second year of high school that Bryan also had a learning disability.*

*For a year staff worked with Bryan to help him overcome his disability and work towards obtaining a high school diploma. Bryan was experiencing success at school for the first time and he was beginning to excel. Then fate would jump up and put a life altering obstacle in front of him.*



## Mental Health Services

Our team of supportive professionals helps children and their families navigate today's complex world as they deal with frustration, fatigue and feelings of isolation.

Our staff includes expert licensed clinicians, rehabilitative experts and psychiatrists with a long history of providing comprehensive assessments; individualized treatment planning; individual, family and group therapy; rehabilitative services; case management; crisis intervention; psychological testing and medication evaluation and support.

Our mental health services help children develop effective self-management techniques and restores hope as boys and girls begin to enjoy learning, self-expression and increased confidence while transitioning to adolescence and then to adulthood.

*Our nurturing, therapeutic environment counters a childhood fraught with challenges.*

*Bryan and his brother lived with their mother. Bryan knew of his father but did not have a positive relationship with him. His brother's father was nice but Bryan really wasn't close to him. Bryan came to school one day and began talking to one of his teachers. Bryan's mother had been very ill and was in the hospital. The decision had been made that she was going to be moved to a local hospice. Bryan told his teacher that his mother did not have long to live.*

*Over the next few weeks Bryan began to think about what he was*

*going to do after his mother's death and how he was going to care for his little brother. He didn't want to leave his brother but eventually decided that his brother would be better off living with his father. Bryan moved his little brother to his father's home, but he would remain at the family's apartment. Staff collected food and goods for Bryan as he struggled to finish school and deal with his mother's illness.*

*The worse would occur when in a two-week span Bryan would be forced to leave the apartment and*

*his mother would succumb to her illness. Staff and friends helped Bryan make arrangements to send him and his mother to Mexico to her family for burial.*

*After two weeks Bryan returned and said that he was making a little money, found a room to rent and wanted to finish high school. Bryan was able to do just that. He completed the necessary course work, graduated with a high school diploma and today is enrolled as a student at Citrus College working toward an associate's degree.*



## Therapeutic Outreach Services

During 2010 the extensive professional services employed in our residential, special education and mental health programs became available to the wider community on a sliding scale making them accessible to the neediest of families.

*The cumulative and residual effects of our work are reflected in the measureable successes of our children.*

## SUCCESS

*During 2010 Santos was a Gatchell cottage resident who excelled both on and off grounds. Santos held the highest status in the cottage, and represented the cottage as a member of the LeRoy Haynes Center Resident Council, all while holding down a part-time job with the on-grounds work program. Santos attended Ramona Middle School and was a stand-out student. School staff was never short on words when reporting about his hard work and pleasant attitude. Santos maintained a high grade point average during his entire time at Ramona Middle School, usually ranging between 3.8 and 4.0. In honor of his diligence, academic achievement and ability, Santos was invited by the Congressional Youth Leadership Council to participate in the National Young Leaders State Conference.*



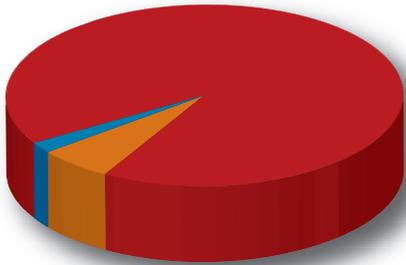


## Summary of Financial Results

Summary as of December 31, 2010—audited figures

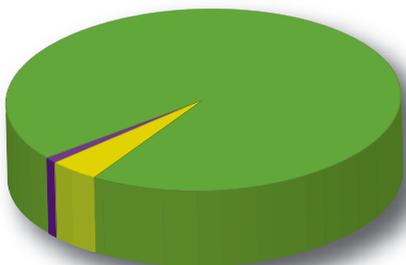
**Total Net Assets: \$2.633 million**

**Total Donations: \$521,686**



### Organizational Activities

- Development Expenses \$255,513 or 2.01%
- Program Expenses \$11,713,959 or 92.06%
- Administrative Expenses \$755,194 or 5.93%



### Source of income

- Program \$12,177,479 or 94.98%
- Fundraising \$521,686 or 4.07%
- Other \$121,663 or 0.95%



## 2011 Board of Directors

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### President & Chief Executive Officer

Daniel S. Maydeck

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**Our Mission** is to strengthen the mind and spirit of children with emotional, special learning difficulties and developmental needs by providing specialized programs in a nurturing, caring and therapeutic environment.

## Our Beliefs & Core Values

THESE BELIEFS AND CORE VALUES FORM THE CORNERSTONE OF OUR WORK:

### Beliefs...

All children when given love, support, education, guidance and structure can reach their unique potential.

A nurturing, caring, non-judgmental, therapeutic community fosters growth for the clients we serve, as well as ourselves.

Individuals learn differently and through a wide range of experiences can express their unique intelligence, talent and ability.

### Core Values...

Trust—be honest, consistent and fair

Helping others—encourage teamwork, consistency and commitment

Education—realize that education is the key to future opportunities

Mutual respect—treat others how we wish to be treated

Empowerment—share decision-making and encourage individual initiative

Self-worth—provide opportunities for success and recognize achievements