



# 2009 Annual Report and Summary of Achievements



Dear friends and supporters of the LeRoy Haynes Center,

We are pleased to present the LeRoy Haynes Center 2009 Annual Report. Since our beginnings in 1946 as the LeRoy Boys Home and now as the LeRoy Haynes Center, our agency has worked hard to provide comprehensive quality therapeutic programs to the Los Angeles community.

LeRoy Haynes Center provides a beacon of hope to many struggling children in our community. More need us today than ever before. That's why we are even more committed to helping every child and their families who need our help.

So many times, our children get lost in the systems that are meant to help them get better. They travel from program to program, each time needing to learn a new set of skills to meet a different set of treatment criteria. Each of the programs in our LeRoy Haynes Integrated Continuum of Services provides help in a distinct way. Everything we do operates under the same core beliefs that "all children when given love, support, education, guidance and structure can reach their unique potential". Critical to them reaching their potentials is the understanding that individuals learn differently and that through a wide range of experiences can express their unique intelligence, talent and abilities. Our integrated system of care allows children to easily move from one level of service to another and graduate from levels of more intensive settings to ones of greater independence and empowerment.

In 2009, we were in the mist of a very serious economic recession. To be sure, the crisis has affected us all and will continue to affect us in 2010. Some of our State originated funding streams were reduced and our fundraising was lower than in previous years especially in special event participation and individual giving. The result of this was a reduction in staffing, a freeze on wages, reduction in health benefits and reductions in other non-fixed expense categories. Yet despite these challenges, the Board of Directors and Staff are more committed than ever to continue to operate our programs at the highest level of quality, with the array of comprehensive services required for our children to continue to overcome their individual challenges.

As you read through our annual report, you will see the variety and scope of the programs we provide, as well as some of our wonderful accomplishments in 2009. It also shares with you the operational highlights along with representative anecdotes about the children and their achievements.

LeRoy Haynes Center is totally committed to helping special needs children and their families, and we will be here for the children of the future. You have been part of that success, and we thank you for the certainty of hope you bring to the lives of our children.

We hope you will continue to be a part of this growing legacy now and well into the future.

Sincerely,

Phillip Carl Talleur  
Board Chairman

Daniel S. Maydeck  
President & Chief Executive Officer



## History

While working at the Fred Nellis Youth Authority in Whittier, California, Mr. LeRoy Haynes came to believe there was a better way to help many of the troubled boys he served. He felt that intervention and treatment in a home-like setting were crucial if these young people were to become productive adults. So in April of 1946, he and his wife, Jeanne, used their life-savings to purchase the Reynolds Estate in La Verne, California. They opened the doors of LeRoy Boys' Home to 10 residents on July 1.

*Timeless games like playing wheelbarrow race supplied outdoor fun for the children.*

Today, known as the LeRoy Haynes Center, the organization has grown into one of the largest and most comprehensive non-profit agencies of its kind in California dedicated to helping children with special needs relating to emotional development, autism, Asperger's Disorders, learning disabilities, abuse, neglect and abandonment. LeRoy Haynes Center's therapeutic, residential and special education programs serve more than 500 children and their families annually.

*Uncle LeRoy's haircuts rivaled those of any professional barber.*

The LeRoy Haynes Center believes that all children when given love, support, education, guidance and structure can reach their individual potential. With the collective commitment of the Board of Directors, staff, governmental colleagues, philanthropic friends, parents and volunteers, we are able to serve more and more children with expanded programs.





*Feelings of accomplishment abound for our children. Last year's advances are a glimpse of the goals our children can reach when given the opportunities.*

## 2009 Achievements

The LeRoy Haynes Center once again had a successful year in meeting the many needs of our clients despite the extremely challenging financial climate in California. Our success continues to be a result due entirely to the commitment of our philanthropic friends, our volunteers, our staff, our parents, our governmental colleagues and our Board of Directors. Together we were able to accomplish the following during 2009:

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

72 of our foster care residents were either successfully reunited with family, adopted or discharged to a lower level of care.

80% of our children discharged moved to a lower level of care.

100% of our residents experienced improved social and emotional well-being and/or acceptance of responsibility as a result of participation in cultural outings, field trips in and outside of the community, artistic expression, drama, theater arts, tutoring, leadership training, organized sports and work experience.

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

92% of Transition to Life participants were employed part-time in the community or on campus.

76% of our school students are developing employment and education portfolios for posting on our secure online database.

90% of our Transition to Life participants demonstrated improved grades, attendance and/or behavior.

480 on-grounds medical appointments were completed each month by the Health Services Department which includes physicals, dental exams, eye care, follow-up appointments and specialty care.

220 boys and girls enrolled in our state certified non-public school for children with various learning disabilities.





38% of 10th to 12th grade students successfully passed both portions (English/Language Arts and math) of the California High School Exit Exam.

100% of students realized on-time promotion to the next grade level.

15 students graduated and earned their high school diplomas. This represents the largest graduating class in the history of the school and the largest number going on to college after graduation: 2 graduating seniors were accepted to enroll at Cal Poly Pomona; 7 enrolled at Mt. San Antonio Community College; 1 enrolled at Fullerton College; 1 enrolled in North-West College; 2 headed into the Job Corps; 1 went to work in the California Conservation Corps; and 1 student headed directly into the work force.

Over 15,000 hours of counseling service were provided.

270 children and families received mental health services.

14 young men ages 18-19 participated in the Transitional Housing Program for youth between ages 18-24 who have aged out of the foster care system.

The Occupational & Movement Therapy Lab officially opened its doors providing specialized therapeutic services to our community.

The Autism Community Education Series continued to be very successful during 2009 with record breaking crowds interested in learning about how to deal with the challenges faced by parents, care providers and educators who serve autistic children. These seminars are held throughout the year free to attendees as a service to our community.

All residents' bedrooms were completely renovated and new bedroom furniture, desks and storage space was installed.

All cottage common areas were updated with new drapes, paint, flooring, and furniture was replaced and/or refurbished.

The Elementary Education Program and library were relocated to the lower campus to newly remodeled classrooms and a dedicated play area.

The high school and middle school classrooms were renovated and classes were relocated to provide smoother transition and an improved educational environment.

*Motivation and encouragement help our kids develop the self-confidence needed for success.*

*Learning to be part of a team is one of life's building blocks.*





## Education Program

*The best education for our children is one that awakens thought and the aspiration to learn more.*

*We respect that each child learns at his or her own pace and work to make learning as enriching as possible for students.*

The Haynes Education Center provides a structured highly individualized school setting for special needs children ranging in ages from 5 to 22 who have difficulty functioning in the public school setting due to learning disabilities, emotional or behavior challenges, pervasive developmental disabilities and autism. The goal of our day school is to give students the tools they need to successfully make the transition into the mainstream — work, school or independent living.

To achieve these goals, we employ a host of on-site professionals and therapeutic regimens to serve each child. The curriculum is highly individualized, hands-on and designed to address the specific needs of each student. The LeRoy Haynes Center has a profound commitment to understanding the multiple intelligences and individual students' modalities of learning. The program is based on current research and best practices in the field.



## SUCCESS

*Tom came to us a student with very serious emotional disturbance that was interfering with his ability to function in a school setting. He would come to school, sit in a classroom, appear sad, not speak to anyone, and be very withdrawn. After a few months of work, Tom began to feel safe and was realizing that people wanted to listen and help him. As the staff gained his trust, Tom would now greet people with a slight grin and a friendly hello. While his social skills were emerging, Tom's academic skills began to equally excel.*





## Therapeutic Residential Program

The Residential Treatment Program seeks to provide a safe and therapeutic environment for boys between the ages of 7 and 17 who were abused, abandoned, and/or neglected or those who require additional support and guidance prior to returning home or to a lower level of care.

A multi-disciplinary, professional staff works with children and their families to address issues and to develop solutions. One ongoing goal is positive engagement. Psychiatric, medical, psychological, rehabilitative and nursing services are an integral part of the program.

The cottage environment is intended to simulate a home in a family-like atmosphere where a sense of belonging, respect and responsibility is stressed. Children learn skills enabling them to build and maintain healthy relationships with peers and adults by developing effective, rational ways of dealing with painful, stressful situations in their lives.

*Built in the 50's and 70's, our cottages, freshly painted and with new flooring and furnishings, now provide the comforts of home for our children.*

*We are grateful to the corporate, foundation and individual donors that helped make possible the long overdue restoration of our cottages.*

*Tom had come so far that the decision was made to give him a job on campus. Tom began working in the dining hall. He thoroughly enjoyed the job, he was never absent, and did all that he was instructed to do by his supervisor, and maintained his school work. The dining hall staff was happy with him and his work.*

*Tom told the program transitional specialist that he was interested in nursing. During his senior year of high school, employment was arranged at a local senior care facility. Tom could be seen around his job*

*and on campus smiling and taking the initiative to talk with people. The staff and clients at the senior care facility often expressed their adoration for Tom and how they were going to miss him when he left. Tom announced that he wanted to go to nursing school following graduation. The Transition to Life Program staff assisted Tom with the completion of the application process and, along with the staff and clients from the senior care facility, helped Tom celebrate his acceptance into nursing school. Graduation day brought the biggest and widest smiles from*

*Tom and his parents that we had ever seen. Before us we now saw a young man unafraid and full of confidence.*

*Today, Tom is a first year nursing student and from time to time he drops by the school to let us know how he is doing. Tom's story is why the staff returns every day to continue the struggle of helping youth prepare to become positive and productive members of society.*



## Transitional Living Program—Post Emancipation

*Reading helps our youth create and interpret ideas while envisioning a rewarding future.*

*Developing the skills to live independently allows our transitional residents to take control of their futures.*

The Transitional Living Program is designed to provide a structured, well-supervised, semi-independent living opportunity for emancipated foster care youth ages 18 to 24 as a means of facilitating successful transition from foster care to self-sufficiency.

Residents receive education in independent living skills such as housekeeping, purchasing food, budgeting, parenting and more, preparing them to take their places as fully functioning members of society.

Residents are encouraged to complete their formal education and pursue further education including community college, university, or vocational/technical training when appropriate. Participants are coached to find and sustain employment, and their development of long-range goals with plans for their achievement are supported.

## SUCCESS



***John began his stay in Wittry Cottage on June 24, 2008.***

*During his stay at the agency he came in the door with a lot of issues associated with his upbringing. He isolated himself a great deal and really didn't say too much to anyone. When John realized that he was in a cottage and on a campus surrounded by non-family members that cared about him, he started to open up. Then we couldn't get him to stop talking. John was*





## Mental Health Services

Children and families who face significant emotional and mental health challenges such as frustration, fatigue, feelings of isolation and other serious emotional issues receive help through a team of expert licensed clinicians, rehabilitative experts and psychiatrists.

Our team of professionals provide comprehensive assessment; individualized treatment planning; individual, family and group therapy; rehabilitative services; case management; crisis intervention; psychological testing; and medication evaluation and support.

*Accomplishments and artistry are displayed for all to appreciate.*

*Our goal is to plant the expansive seed of thought allowing our children to strengthen their mind and spirit.*

*able to face some of his issues after going to therapy. He was able to rationalize his feelings and he learned to forgive the people in his past and move forward with his life.*

*John was enrolled at Chaparral High School. From the first day he stepped on that campus he was liked by his teachers and classmates. He attended school on a regular basis and didn't like it when he had to arrive*

*late because of attending doctors' appointments. He was the student who wore colorful knee-high socks and shoe-strings. Friday was his day to wear a dress shirt and tie, just because. John had plenty of staff (especially Aunt Cheryl) helping him with school assignments and projects. He earned his high school diploma on June 16, 2009. On July 16, 2009, John was discharged to his family.*

*He currently lives with his stepfather, mother and stepsister in California City, CA. John is currently attending Antelope Valley Community College studying music therapy and sociology. He wants to incorporate music and sociology to help children. John was well liked by the staff and his peers. He was always willing to lend a helping hand and never looked to be rewarded for doing so.*



After school tutoring chips away at the walls that impede scholastic success.

Hot summer days mean a dip in the pool and lots of splashing for added fun.

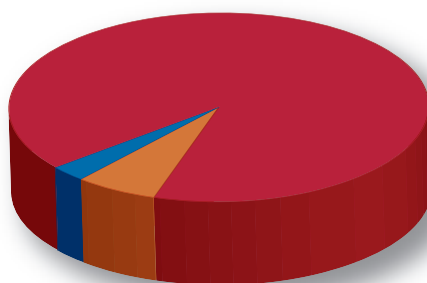


## Summary of Financial Results

Summary as of December 31, 2009—unaudited figures

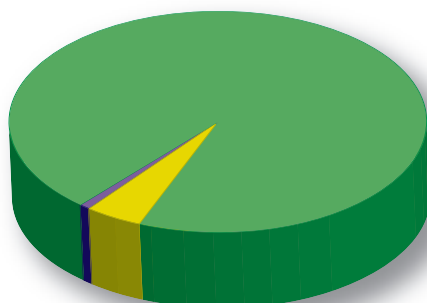
**Total Net Assets: \$2.003 million**

**Total Donations: \$518,842**



### Organizational Activities

- Development Expenses \$348,517 or 3.05%
- Program Expenses \$10,684,524 or 93.51%
- Administrative Expenses \$741,157 or 6.49%



### Source of income

- Program \$10,952,393 or 94.74%
- Fundraising \$518,842 or 4.49%
- Other \$89,234 or 0.77%



## Thanks to Our Many Generous Supporters!

LeRoy Haynes Center gratefully recognizes the generosity of the many individuals, businesses, foundations and organizations who gave gifts. Each of these contributions has enabled LeRoy Haynes Center staff to accomplish our mission to care for our most special needs children by providing specialized programs in a nurturing and therapeutic environment with the goal of enabling all of our children to reach their potential for individual success.

These gifts have allowed us to expand our services to special needs children throughout the year.

*Gathering together instills a sense of community where differences are respected.*

*Our 21-acre campus provides wide open spaces for organized sports and spontaneous play.*







**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.

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Daniel S. Maydeck

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## 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 results 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