



LE ROY HAYNES

PROGRAMS FOR THE DEVELOPMENT OF CHILDREN

Fiscal Year 2011-2012 Annual Report

and Summary of Achievements



Dear Friends,

As we proudly reflect on the highlights of this past year, we find ourselves thinking about what a wonderful sense of community we share at LeRoy Haynes Center. There are so many rich dimensions to the concept and spirit of this special kinship. It's important that we take time to celebrate our successes, our relationships, our accomplishments together. Increasingly, through LeRoy Haynes Center, people and programs are truly integrated with the wider community. Inclusion enriches us all.

There are so many ways we come together — as participants, families, co-workers, donors, board members, neighbors, business partners, volunteers and more. Through this kinship we connect, communicate and interact with others. And, as we focus on our mission, we are accomplishing great things together. Loyal supporters like you created the foundation for our success with your dedication to our mission and your abundant generosity.

Join us as we celebrate our wonderful community spirit and look back on the many highlights of this past year. As we reflect on the first year of implementing our five-year strategic plan, it's rewarding to see how we're working to achieve our goals in six key areas: best practices and diversity of programs, board development, public relations, fundraising, promoting a positive culture and increasing financial strength.

Here are just some of the many highlights from fiscal year 2011-2012.

Sincerely,



Norm Dominguez
Board Chairman



Daniel S. Maydeck
President & Chief Executive Officer



History

At the LeRoy Haynes Center our mission is to strengthen the mind and spirit of children with emotional problems, special learning difficulties and developmental needs by providing specialized programs in a nurturing, caring and therapeutic environment.

Our history began when founder LeRoy Haynes, while working as a chaplain at the Fred Nellis Youth Authority in Whittier, California, came to believe that abandoned and abused boys could be helped more effectively in a home-like setting rather than a state institution. Committed to his vision, in October 1946, he and his wife Jeanne used their life-savings along with other donations to purchase the three-story, 27-room Reynolds Estate in La Verne, California. There, they opened the doors of the LeRoy Boys' Home to 10 residents.

The years that followed saw a pattern of steady growth at the Home. "Uncle LeRoy's" legacy has grown to encompass 18 buildings, including six residential cottages that are called home by abused, neglected and emotionally troubled boys and teens. Today the LeRoy Haynes Center is one of the largest and most comprehensive non-profit organizations of its kind dedicated to helping children with special needs relating to abuse, neglect, abandonment, emotional development, autism and learning disabilities.

Last year our agency served more than 700 children, youth and family members through four main programs and a host of subsidiary services. 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. In 1994 LeRoy Boys' Home officially changed its name to the LeRoy Haynes Center for Children and Family Services which better communicates the depth and richness of our programs. A community mental health outreach program was added in 1998. In 2009 our agency began providing transitional housing and supplemental services for emancipated youth.

2011-2012 Achievements

The enduring value gained from our work is evident in the development of character, values and self-worth in our youth. As a result of the commitment of our staff, supporters and volunteers we are proud to highlight our agency's ability to effect positive change in the lives of the boys placed in our care, boys and girls with disabilities, emancipated youth and families seeking support.



Therapeutic Residential Treatment Program

Resident Ethnicity:

- 39% ... Hispanic
- 45% ... African American
- 10% ... Caucasian
- 0.50% ... Asian
- 5.50% ... Other

Resident Age:

- 7-11 ... 6%
- 12-14 ... 21%
- 15-16 ... 33%
- 17-19 ... 40%

180 male youth were served from July 1, 2011 – June 30, 2012

Achievements:

- 6.8 months represented the average length of stay for youth in the program
- 44 youth were reunited with family
- 8 youth were discharged to a lower level of care
- 4 youth were discharged to an independent living program
- 12 young men graduated high school and one young man earned a General Education Diploma (GED)
- 32 youth developed work ethics and gained employment experience by participating in LeRoy's Elite Workforce job readiness program
- 170 youth took part in team athletics, field trips, cultural outings and artistic activities as part of our recreational program
- 170 youth showed improved health as a result of our health services program
- 40 youth participated in our afterschool tutoring program

Haynes Special Education Center - School for Autism and Developmental Disabilities

70 boys and girls diagnosed with autism spectrum disorder or developmental disabilities were students during the 2011-12 school year

Student Demographics:

- 80% of students resided in surrounding communities in Los Angeles and San Bernardino Counties
- 20% of students were residents of the LeRoy Haynes Center

Achievements:

- 70 students participated in occupational, sensory integration and behavioral therapy programs
- 27 students improved their large and small motor skills as a result of working with staff in our occupational and movement therapy lab
- 15 nonverbal students learned to communicate using technology
- 70 students received modified academic instruction based on developmental needs
- 90% of students met their education plan goals and objectives
- 51 students in the program were transported roundtrip from home to school daily by the agency
- 20 parents and caregivers attended four free autism and developmental disabilities community education workshops

Student Ethnicity:

- 48% ... Hispanic
- 23% ... African American
- 21% ... Caucasian
- 4% ... Asian
- 4% ... Other

Student Age:

- 5-7 years old ... 2%
- 8-11 years old ... 12%
- 12-14 years old ... 26%
- 15-16 years old ... 31%
- 17-19 years old ... 26%
- 20-22 years old ... 3%

Gender

- Male ... 93%
- Female ... 7%

Haynes Special Education Center—School for Emotional Disturbance and Learning Disabilities

80 boys and girls with emotional disturbance or specific learning disabilities were students during the 2011-12 school year

Student demographics:

- 78% of students resided in surrounding communities in Los Angeles and San Bernardino Counties
- 22% of students were residents of the LeRoy Haynes Center

Achievements:

- 9 students advanced to a less restrictive environment or successfully returned to public school
- 10 students graduated high school after meeting the state standards for graduation
- 94% of students successfully met state standards and were promoted to the next grade level
- 69 students demonstrated improved behavior in the classroom
- 68 students in the program were transported roundtrip from home to school daily by the agency

Student Ethnicity:

- 52% ... Hispanic
- 23% ... African American
- 18% ... Caucasian
- 4% ... Asian
- 3% ... Other

Student Age:

- 5-7 ... 1%
- 8-11 ... 13%
- 12-14 ... 22%
- 15-16 ... 36%
- 17-19 ... 25%
- 20-22 ... 3%

Student Gender:

- Male ... 92%
- Female ... 8%



Transitional Housing Program

Client Ethnicity:

- 31% ... Hispanic
- 38% ... African American
- 6% ... Caucasian
- 25% ... Asian

Client Age:

- 18-19 ... 50%
- 20-21 ... 44%
- 23-24 ... 6%

16 emancipated male youth were served from July 1, 2011 – June 30, 2012

Education Outcomes:

- 2 entered the program with a GED
- 9 entered the program with a high school diploma
- 5 entered the program without a GED or high school diploma

While in the program:

- 1 youth earned a high school diploma
- 2 attended trade or vocational school for at least six months
- 3 attended college full-time
- 4 attended college part-time

Employment Outcomes:

- 1 entered the program employed full-time

While in the program:

- 5 were employed part-time within six months of entering the program
- 2 obtained full-time employment within six months of entering the program
- 1 remained employed full-time

Mental Health Services

190 children and families received mental health counseling and therapeutic services from July 1, 2011 – June 30, 2012

Outcomes:

- 18,815 hours of counseling and therapeutic services were provided through our mental health services program
- 25 families benefited from multi-family group sessions held monthly on Saturdays



Agency

- Our agency continued to maintain its status as one of the Department of Children and Family Services' preferred residential treatment providers in Los Angeles County.
- The California Department of Education audit found our special education program free of incongruities and in accordance with state standards.
- Our mental health program maintained its standing as one of Los Angeles County's preferred providers through contracts with the departments of Mental Health, Probation and Children and Family Services.
- Our agency remained the only Los Angeles County-certified Transitional Housing Program-Plus provider serving a male-only population at the east end of Los Angeles County.
- The Los Angeles County Auditor Controller awarded our agency a top rating based on fiscal transparency and efficient use of financial resources.
- We invested more than \$360,000 to improve our campus. Renovations included a new gymnasium roof, fire alarm and phone system upgrades and new natural gas line installation.



Therapeutic Residential Treatment Program

At the LeRoy Haynes Center, we are expert in addressing the traumas that crush a child during his sojourn within the child welfare system. In our therapeutic residential treatment program we provide a home to up to 72 children per month. The needs of these children are magnified by a mosaic of complicated issues that require innovative intervention techniques. Our therapeutic residential treatment program encompasses six cottages, each housing 12 boys ages 7 to 18. Within this safe, nurturing cottage environment children who have been abused, neglected or abandoned experience a sense of belonging where personal responsibility is stressed.

Enriched Services Engage Youth

We can count many successes had by our residents. The most notable being a resident teen that has been with us for only five to six months due to abandonment and within that short period of time, earned very good grades in school and is now on an accelerated track to graduate early. This young man earned the opportunity to participate in an apprenticeship program at a local auto repair shop, the same one where we get our agency vehicles serviced. He has been there for two months and is learning all of the basic skills and hands-on knowledge to become a mechanic. He is thriving in his overall program.



We also started the year off by committing to “giving back” to the communities which support us or those where some of our residents resided prior to coming to the LeRoy Haynes Center. Some of our young men have taken a trip to Downtown Los Angeles’ Skid Row and handed out toiletries and blankets, volunteered at a local senior citizen center, volunteered with an organization called The Dream Center in Los Angeles,



and went into impoverished neighborhoods and offered support in whatever way families requested (i.e. cleaning their front yard, running errands, handing out free food, toiletry items, baby food, diapers, etc.). Our residents went to an animal rescue shelter and helped clean up after the abandoned, sick or injured animals and fed and walked them. We have also had a few dogs come on campus that were comforted by the warm spirit of some of our young men. It's important that we expose our youth to people or opportunities which will cater to their individual treatment needs or long term goals.

Some of our youth have been exposed to the symphony, camping, deep sea fishing, several cultural and arts activities, live television show tapings, sporting events, college tours, factory tours, music and video recording tours, Cirque du Soleil, concerts, five course dinners and more. They have boasted about their first-time opportunities and commented that, "This has been the best experience of my life." A few young men have also started an eight-week "Boys to Men" program where they are learning independent living skills, proper etiquette and respect and other characteristics which promote a healthy, male adult lifestyle.

This is a very brief thumbnail of some of the activities which we expose our boys and teens to with the overall goal of enriching their lives and creating a positive blueprint which they will be able to take with them once they've successfully graduated our program.



Haynes Special Education Center - School for Autism and Developmental Disabilities

The Haynes School for Autism and Developmental Disabilities is a state-certified non-public school that provides an academic program custom-tailored to each student's individual needs. Our program serves both male and female students from the ages of 5 to 22. We believe that one size does not fit all and work to make learning as enriching as possible for all levels of students.

Special Education Center Launches New “STAR” Academy

In August 2011, the Haynes Special Education Center opened its new community outreach program – the STAR Academy. The STAR Academy is a state-certified Non-Public Agency (NPA) with oversight by the California Department of Education. The STAR Academy employs the highest qualified professional staff who provide a host of services to special needs students in

various settings including their public or private school, their home or at the Haynes Special Education Center. Our services include: behavioral and mental health assessments, educational therapy and counseling, educationally based mental health services, speech and language therapy, residential services, occupational therapy and behavior intervention services.



Haynes Special Education Center – School for Emotional Disturbance and Learning Disabilities

Our School for Emotional Disturbance and Learning Disabilities is a state-certified, non-public special education program for youth ages 5 to 22. It provides specialized instruction tracks leading to high school completion and beyond. The program is devised to encourage the utmost achievement in every student. Students are placed on a traditional diploma track, a GED track or a Community Based Learning Program with a certificate of completion.



Hurdles Overcome for College-Bound Student

Adam enrolled at the Haynes Special Education Center during his sophomore year of high school. He was dealing with school failure, anger management issues and depression and adding to his difficulties was a very unstable home environment along with a mother that never seemed to have a positive word to say about him.

After four months, while Adam had shown some improvement, his negative home environment was still impacting his progress. His school district decided that Adam needed a much more restrictive and intensive environment. The school district also determined that Adam would benefit from being away from his home's negativity and with his mother's permission enrolled him in a program in Texas.

He returned to California during the first quarter of his senior year. The school district contacted the LeRoy Haynes Special Education Center and inquired if Adam could return to complete his senior year. Re-enrolled at our school, Adam returned a much more focused and mature young man.

While completing his graduation requirements and enjoying his final quarter of high school the instability and negativity of his home life would once again create much stress. Adam called and informed our staff that he would not be finishing school because he had been thrown out of his home and was essentially without food and shelter. Adam agreed to come to school, met with administration and his therapist, and together they developed a plan for him to complete his high school education. Adam asked his aunt if he could stay with her while he finished school. The aunt agreed, the school district allowed Adam to continue under their umbrella and our school provided transportation for him.

With only two weeks until graduation outside forces attempted to interfere. His mother threatened to stop Adam from receiving his diploma. Adam announced that he would not be attending his graduation ceremony because he didn't want to have his mother attend and possibly create problems. Our staff was able to convince Adam that we would not allow anyone to disrupt his graduation. In partnership with the school district, we informed Adam that no one could stop him from receiving his diploma as he'd met all of the requirements.

Graduation day came and with his aunt and girlfriend present Adam joined his fellow graduates in the commencement ceremony. Adam had a very wide grin as he stepped forward to receive his diploma. The day would be positive for Adam as he, members of his family and our staff celebrated his hard-fought achievement. Today Adam is enrolled in college and continuing to move forward with his life. He has created a stable environment around himself, is happy and is positive about his future.



Transitional Housing Program

Our transitional housing program provides safe housing for up to 24 months for males ages 18 to 24, who have recently emancipated from foster care with no support system. Our on-site, multi-unit apartment building provides safe housing as our youth learn to fully understand and experience the ABC's of adulthood—accountability for one's actions, basic living skills, contributing community member.

On the Road to Self-Sufficiency

Kevin was accepted into the LeRoy Haynes Center's transitional housing program almost immediately following a train station interview while he was in a homeless shelter in Long Beach. He gleamed with aspirations of transcending the dire circumstances he'd endured since exiting the foster care system four years before, and it was clear that he really needed to be with us at LeRoy's. He wanted to be a police officer, and it was evident that nothing would stop that from happening once he was simply given the chance to have a stable home. He first entered our program under scholarship as our Transitional Housing Program-Plus (THP-Plus) vacancies were full given the current state budget. With a room available, why prevent this young man from his well-deserved opportunity to succeed?

In his first 18 hours here at LeRoy's, he independently applied online for Citrus College, either borrowing a laptop after hours or utilizing our program's computer lab gifted by the Good News Foundation, and completed his financial aid application for the upcoming school year. Since then he has steadily advanced toward his goals by taking daily steps, whether with school admission requirements, job-seeking or networking with our partners at Lighthouse Christian Church in West Covina where he's since established caring relationships with adults committed to supporting Kevin in his quest for success. Here he has been connected with a seasoned police officer that serves as his personal and professional mentor and he has immersed himself in the many social opportunities made available to him: weekly fellowship for Citrus College



students, Sunday service and Bible study and regular participation in church social events, including a camping trip to the Sequoias. He obtained full-time employment with Wal-Mart and enrolled in all supportive services available at Citrus College where he can now receive assistance with books as well as academic advising and priority registration.

Explains Kevin, "Entering this transitional housing program has enabled me to do the things I couldn't as I struggled daily with homelessness and an uncertain future. I have begun to connect with my seven siblings and am now in steady contact with two of them. I'll even be in my sister's wedding as her best man."

"My younger and only brother is in prison and this has further motivated me to work in law enforcement, as I want to truly make a difference on the right side of the law. The staff here has helped me get a very important process started – the search for our baby sister who was adopted at birth while the rest of us were either in or entering the system. I am truly grateful for this chance and will continue to do my best at everything I do to demonstrate that gratitude."

Mental Health Services

Our mental health program therapists are fully trained in the evidence-based time designated interventions required by the Mental Health Services Act. This allows our agency to provide therapeutic and counseling services to children in our care, their families and to the larger community through our outreach program.

Our staff of expert clinicians, rehabilitation specialists and psychiatrists provides: comprehensive assessment, individualized treatment planning; individual, family and group therapy; rehabilitation services, case management, crisis intervention, psychological testing and medication evaluation. Clinical supervision is provided for our youth advocates and our qualified mental health professionals. Group therapy is also provided to participants to help them in engaging others in learning coping skills and conflict resolution techniques.

Staff is available on-call to handle crisis intervention situations 24-hours per day, seven days per week. Follow-up support is also provided by our mental health staff.



Community of Supporters

Donors

There are no easy solutions to the challenges faced by our children. The commitment of our supporters and philanthropic partners helps our boys and girls to avoid being misdirected by circumstances and to move in the direction of their dreams and goals. It is thanks to each of you that our youth understand there is a community pulling for their success and that translates into a newfound belief that each has the ability to succeed.

In this new economy, we remain in good financial stead and are thoughtful and purposeful in our use of contributions. Every donation directly benefits our children.

Volunteers

Our children benefited from the time and talent of 155 volunteers. They generously donated 1672 hours providing tutoring, game night activities, athletic coaching, music lessons, holiday gift wrapping, celebrating birthdays, adopting one of our six cottages, mentoring our transitional youth, supporting our special events including the golf tournament and platinum party and beautifying our campus.

We thank our volunteers for the many ways they have helped make a difference in the lives of the children we serve.

Staff

Our agency employed 162 full-time and 69 part-time staff. Each day our dedicated staff provides academic support, constructive activities, positive role modeling and instruction in sound values. Always reassessing and bringing new innovations to our mission, they are the human capital that strengthens our organization.

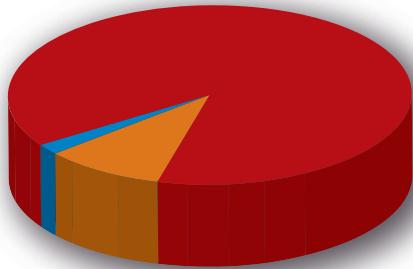


Summary of Financial Results

Summary as of June 30, 2012—audited figures

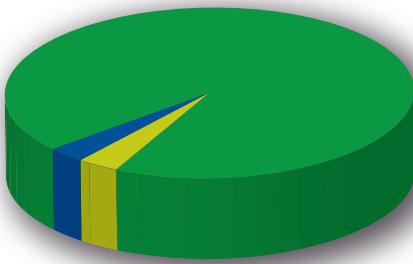
Total Net Assets: \$3,462,387

Total Donations: \$458,290



Organizational Activities

- Development Expenses \$272,108 or 2.04%
- Program Expenses \$11,816,444 or 88.49%
- Administrative Expenses \$1,265,206 or 9.47%



Source of income

- Program \$12,865,264 or 93.85%
- Fundraising \$458,290 or 3.34%
- Other \$384,909 or 2.81%



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President & Chief Executive Officer

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Our Mission is to strengthen the mind and spirit of children with emotional problems, 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