

Youth Academy LLC
2014 Annual Report



Annual Overview and Summary for Youth Academy 2014

Youth Academy began serving at-risk children and families in West Virginia in 2002. Youth Academy serves its community and state by providing residential and in-home services for children with behavioral disorders. Youth Academy is a Level II residential program that has a capacity of 22. Youth Academy also offers Community Family Intensive Treatment (CFIT), an in-home program that serves children at risk of out of home placement and those returning home from placement. All Academy services and programs feature an accountable, family centered, community-based approach. Youth Academy's residential component treats a maximum of 22 kids both female and male.

The guiding philosophy of Academy Programs is Re-Education. The creation of Re-ED in the early 1960's constituted a new paradigm for treating children who demonstrated troubling behaviors very different than that of traditional treatment programs. There are two key elements that separate the application of Re-ED principles from the traditional forms of psychodynamic theory. One, we believe that human beings derive the most benefit out of life as it is lived, not as it is talked about. The experience of the day's events are sufficient to create a sense of health, happiness, and self worth as opposed to the psychodynamic insight created during a session of traditional psychodynamic therapy. Second, Re-ED challenges the notion that maladaptive behavior is the result of an underlying pathology, an illness, on behalf of the child. Rather, the behavior is a symptom of a malfunction in the child's family, school, community, and relationships with other people.

Re-ED also represents a departure from traditional psychodynamic treatment programs by placing greater emphasis on the importance of learning and successful living. Re-ED is vested in helping children achieve academically and behaviorally. Fortunately for us, academic learning and behavior learning are intertwined in a manner that allows one to compliment the other making achievement in both arenas more obtainable.

Youth Academy deepened its commitment to RE-Education as a philosophy and guiding practice. Both groups of Youth Academy children increased the number and type of experiential and community service activities for the year. Monthly ceremonies of celebration, specific to the re-education principles and founder Nicholas Hobbs, were undertaken via the *Hobbs Challenge* to reward groups for their various successes.

Youth Academy children also reaped the benefits from the on-campus school while completing credits to graduation or progress towards a GED virtually year-round. The school offered an onsite, complete curriculum under the guidance of school administrator Matthew Kittle. The school, in its 6th year of operation, has been the highest academic performing school among all WVDE residential on-grounds schools since completing its first year in 2008-2009. The school offers eight credits during the traditional school year, while many public schools only offer seven. The school offers five core subjects of PE, Math, English, Science, and Social Studies. The school also offers seven electives of Career Technical Education, Forestry, Communications, Geography, Piano, Art, and Music Appreciation. The school runs a full

summer semester in which students can earn up to two credits. All of our school teachers are "Highly Qualified" under the Federal "No Child Left Behind" Act.

The on grounds school has made several improvements in an effort to continue improving educational opportunities for Youth Academy students. The on grounds school has a greater than a 1:1 student to computer ratio (you will not find a public school with a ratio close to that). All student grades, transcripts, and other academic information are kept on the statewide public school computer system "WVEIS" (West Virginia Education Information System) which makes the transfer of student data for transition back to public schools immediate and seamless. Our school has earned "Full Accreditation" by the WVDE's Office of Education Performance Audits with numerous "Commendations" for excellence in education. The school has recently been identified as a Federal "Title I" school which enables us to receive Federal funding to improve academic programs for at risk children. Due to this funding the school was able to offer additional tutoring to students who may be struggling during school and hiring additional teachers to work on Saturdays for tutoring and remedial education.

Additional staff added to our school roster this year as a result of our performance and standing:

- Full time PE/Health teacher
- A full time Fine Arts teacher
- Full time CTE (Career Technical Education) teacher that focuses on Facilities Maintenance, OSHA certification, and C-Tech (Copper Cabling Technology that enables kids to be nationally certified and employable with companies such as Dish Network, Suddenlink, and Verizon)
- A full time Special Education teacher
- "Credit Recovery" classes for students that have previously failed a class and need to retake that class for a credit
- "Virtual School" for students that need a particular class that our school either can't offer or that class won't fit in our course offering schedule
- College classes via Pierpont and or Fairmont State

Youth Academy also celebrated the Teacher/Counselor by co-hosting the company's annual Teacher Counselor of the Year ceremony. This award is given to a staff that exemplified "high standards of performance" as described by Nicholas Hobbs in *Troubled and Troubling Child*.

The Youth Academy hosted the annual Christmas party in which families and children within the Youth Academy came together to celebrate the most sacred time of the year. Both groups also attended summer camp at Camp Muffly in June, 2014. The Cherokee and Spartan groups continued to model creative planning by sponsoring Spirit Week activities, a talent show, and various community service activities. The groups actively participated in Academy Programs softball and basketball tournaments.

Retention and staff development was a focal point in 2014. Two Teacher Counselors were promoted to Team Leader. As a result, this illustrated the growth aspect of staff development.

In 2014 Youth Academy continued to serve its children and families from a family-centered and community based standpoint while utilizing the teachings of Nicholas Hobbs through RE-Education.

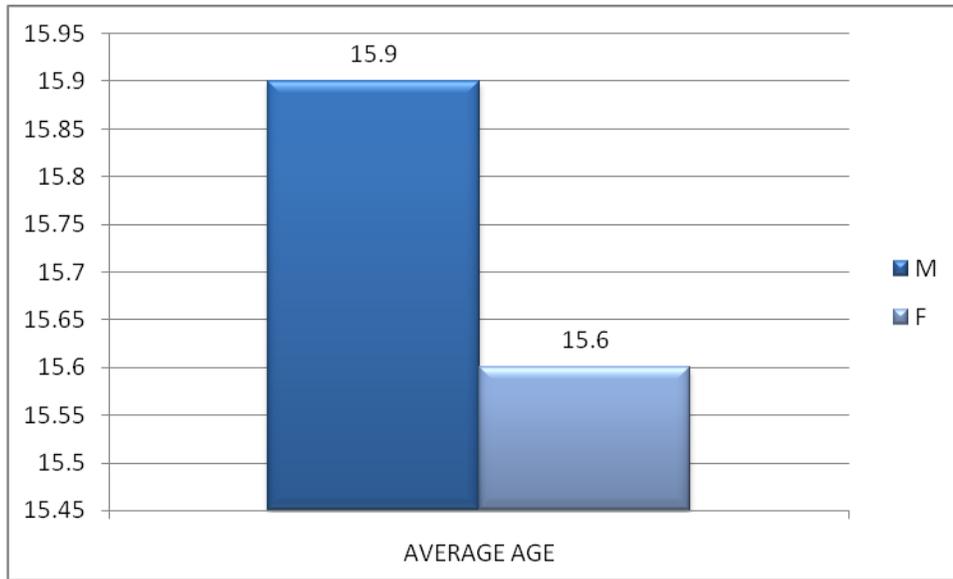
The remainder of the annual report will go into greater detail in the following areas:

- General program effectiveness in relation to stated goals/community needs/general staff effectiveness
- Permanency of Life Situation
- Graduating Academy Programs
- Average Length of Stay
- Average Daily Census
- Total Number of Residents Served
- Occupancy Rate
- Academics
- Analysis of Treatment Planning for Youth Academy
- Child and Adolescent Functional Assessment Scale Youth Academy - 2014
- Presenting Diagnosis and Success Rate
- Referrals
- Reportable Incidents/Safety Report
- Safety Committee 2014
- Satisfaction Surveys
- Staff Retention and Turnover
- General Staffing Pattern
- CFIT
- Expenditures

GENERAL PROGRAM EFFECTIVENESS IN RELATION TO STATED GOALS/COMMUNITY NEEDS/GENERAL STAFF EFFECTIVENESS

Youth Academy attained a level of excellence regarding occupancy rates for its residential program. Because daily census rates/utilization have remained over 99 percent during each year of the company's existence, Youth Academy remains a lynchpin of West Virginia's child welfare system. While remaining committed to serving community first, Youth Academy continued in 2014 to provide care for children and families from points across West Virginia.

The average age of youth served increased slightly for males and decreased slightly for females in 2014. The average age of male youth was 15.9 years and 15.6 for females.



Youth Academy served 51 children residentially in 2014.

Permanency of Life

By examining “Permanency of Life Situation”, using the outcome measures as adopted by the West Virginia Child Care Association, which stipulates 70% of all kids receiving services for 90 days or longer will be discharged to a home setting (home setting is defined as a foster home, birth family, adoptive, kinship care, lesser restrictive, or independence), the Academy’s success is represented as follows in the below graph:

2014		PLANNED DISCHARGES	UNPLANNED DISCHARGES	DISCHARGED TO HOME SETTING	DISCHARGED TO LESS RESTRICTIVE	DISCHARGED TO MORE RESTRICTIVE	DISCHARGED AT LEVEL 5 OR HIGHER
YOUTH ACADEMY	M	18	1	16	0	3	84%
	F	12	0	12	0	0	100%
TOTAL YOUTH		30	1	28	0	3	

* Of the 31 discharges in 2014, 30 were planned discharges. Twenty-eight children went to a home setting. 84% of males and 100% of females were discharged at Bridge 5 or higher. Youth Academy had a 97% planned discharge rate in 2014.

Graduating Academy Programs

Academy Programs has developed a system to benchmark a child’s progress through the program. The GAP program identifies areas that a child must address and master in order to complete the program. The focus of the GAP program is specific to completion of treatment milestones within the milieu and to each child’s individual treatment needs. It allows us to readily identify treatment objectives upon entry and provides each child a tangible list of objectives.

The GAP program allows children to gauge where they are and identify future challenges to complete the program. It allows the parent(s), social worker, juvenile probation officer, and judge to readily track a child’s progress through the program and allows us to objectively identify obstacles a child must overcome to successfully complete the program.

There are six bridges within the GAP program. A child will spend a minimum of 30 days at each bridge. If they have not accomplished the bridge within that time frame, they will continue to work on it until they attain mastery. Most bridges are designed so that a child can accomplish them within 30 days if they are invested in treatment. Some bridges have more difficult challenges and may require a longer period to accomplish. Children must complete all six bridges in order to graduate the program.

The GAP Review Board is comprised of senior staff members: Director of Operations, Director of Admissions, Director of Quality Assurance, Coordinator of Residential Services, Yore Program Director, and Youth Program Director. The Board meets weekly to evaluate any child who has completed his/her bridge and is eligible for review. Children who have met all their bridge criteria and who successfully pass this evaluation are moved to the next bridge.

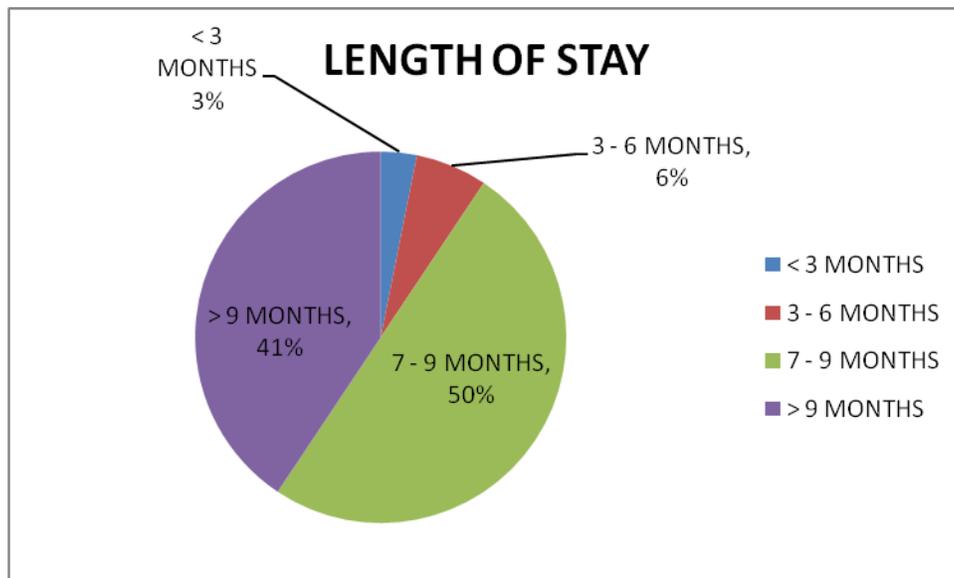
If a child fails any bridge twice, a critical staffing will occur to target prevalent issues and develop different strategies to address those issues. The staffing team will consist of teacher counselors,

team leader, case manager, therapist and any others that are involved in the child’s treatment. Three failures will result in an assessment by the GAP Review Board to determine the source of the problem – staff issue, child issue, and/or family issue and also determine if involvement of the MDT is warranted at this time. A planning session to determine the best method to address the issues will take place. Four failures of any bridge will prompt the scheduling of an MDT to address the child’s challenges to presenting problems.

“The group is very important to young people, and it can become a major source of instruction in growing up”

Nicholas Hobbs

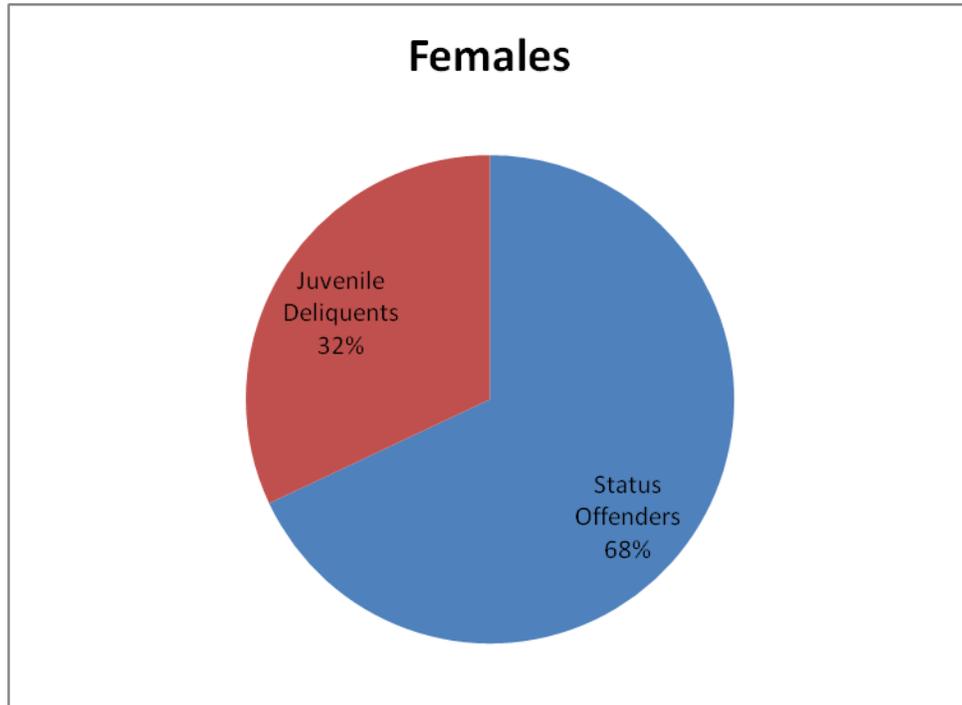
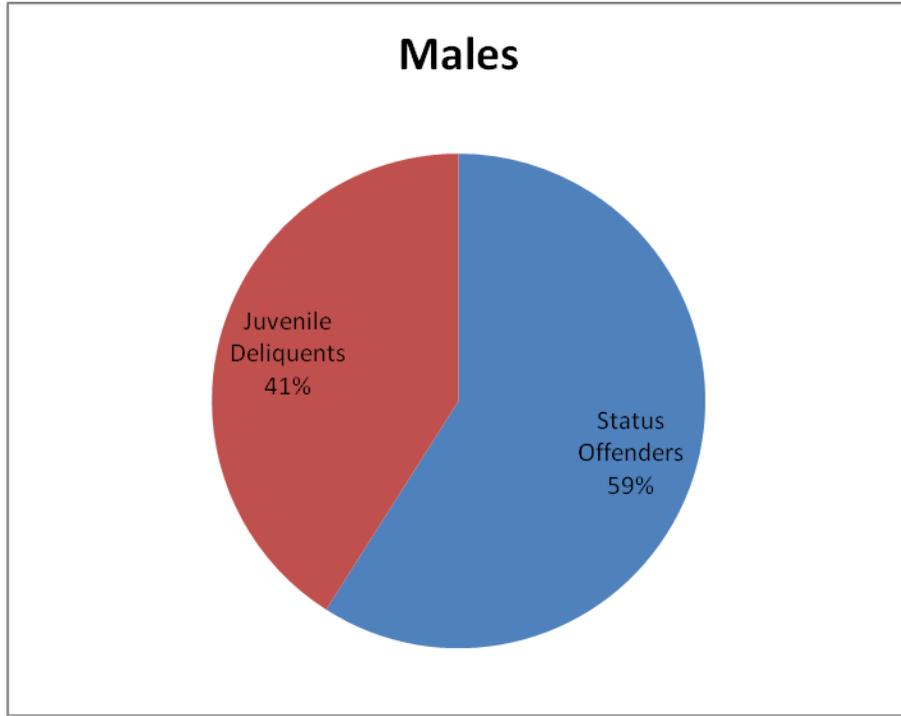
Length of Stay



In addition to total youth served and average age of youth served in 2014, the average length of stay (LOS) is depicted in the above chart. Although many factors can contribute to LOS, Graduating Academy Programs (GAP) has been developed to standardize the objectives for a youth’s graduation from the program. The GAP curriculum has been adopted by placing and referring agencies and court representatives as a standard that illustrates when a youth is ready to graduate and return home. Furthermore, this process provides the hard support and evidence to referring entities and court representatives that supports the child’s success and shows he/she is ready to graduate and return home. Graduating Academy Programs is unique to Academy Programs.

Status

As seen in the chart below, 59% of the males served were juvenile delinquent, while only 32% of the females served were delinquent. 41% of the males served were status offenders while 68% of females were status offenders.



Average Daily Census

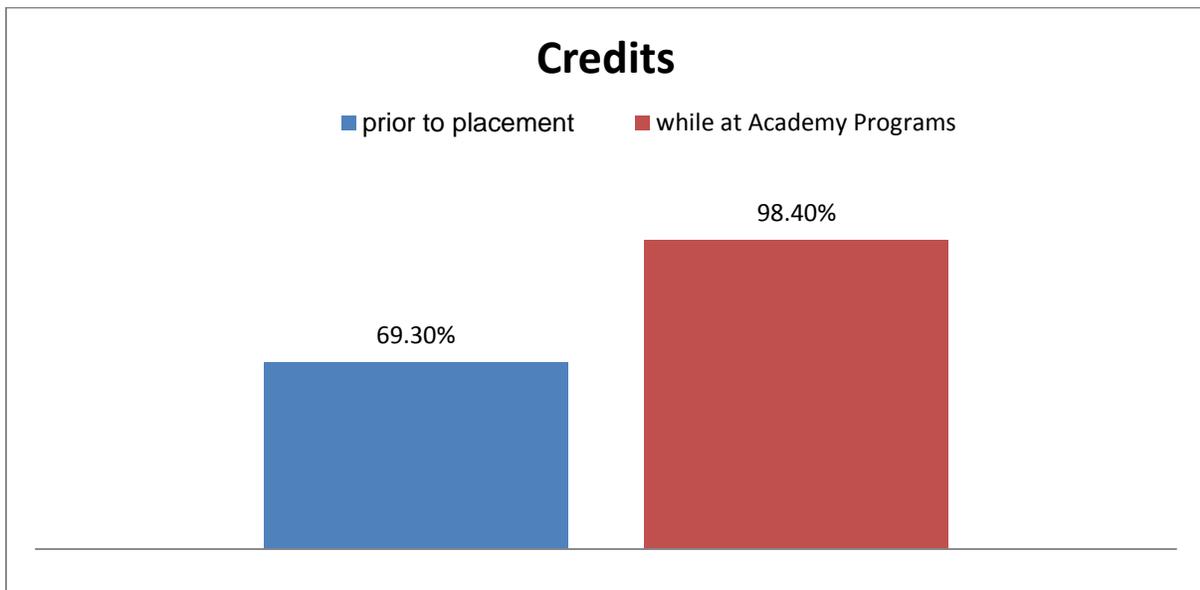
2014		TOTAL SERVED	POSSIBLE DAYS OF CARE	TOTAL DAYS OF CARE 2014	AVG. DAILY CENSUS OCCUPANCY RATE
YOUTH ACADEMY	M	29	8030	8028	99.98%
	F	22			

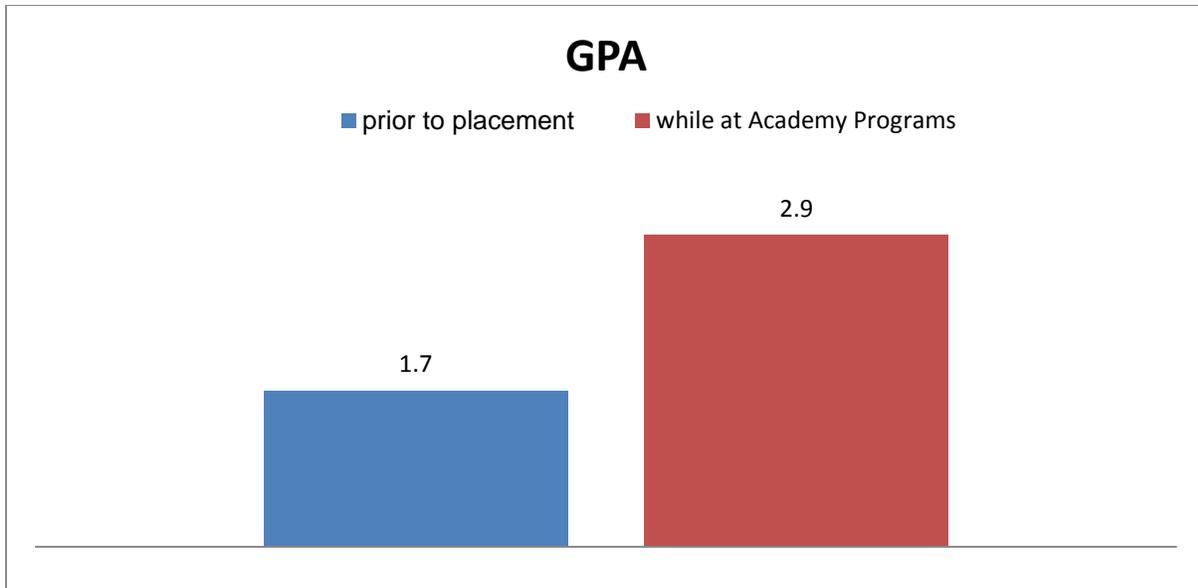
The Youth Academy operated at full capacity and its census rate in 2014 was 99.98%.

Academics

“Competence makes a difference, and children and adolescents should be helped to be good at something, and especially at schoolwork” Nicholas Hobbs

The students that enter the Youth Academy often enter with a history of academic interruptions. Our school remediates the delays and disruptions the youth have encountered. In conjunction with the West Virginia Department of Education’s Content, Standards and Objectives initiative, students at Youth Academy receive the same educational content as students in the public school system. This allows for a seamless transition to public school with no loss of credits.





Aggregate School Data for Students Enrolled at Academy Programs -

Youth Academy-2014

% of Credits Earned Prior to Placement at Academy Programs **69.3%**

% of Credits Earned while at Academy Programs **98.4%**

GPA Prior to Placement at Academy Programs **1.7**

GPA while at Academy Programs **2.9**

The school has implemented programs to assist youth in achieving high academic success. Numerous other OIEP schools have toured our school due to directives from the superintendent as we are considered “the model school” for OIEP. The school has become a TASC (Test Assessing Secondary Completion) testing center. The TASC replaces the “GED” test. We are able to provide on-site testing for the TASC. As a result of the Career Technical Education program, we are now able to do the “GED Option”, which increases opportunities to earn a high school diploma through alternative methods. The school has implemented a “Responsible Students Program” called Reaching for the Stars, which recognizes academic excellence (3.25 in all eight classes for the week), appropriate behaviors, and perfect attendance. Students attaining Reaching for the Stars earn a ticket that may be used in the school store.

School staff hold daily meetings with all education staff members to discuss student performance and other related issues. Within the course of a month, all students enrolled in our school have his/her academic performance analyzed through monthly IDT reports and weekly Reaching for the Stars reports. Individualized instructional plans are developed for each student, regardless of whether they are special education or not. Instructional strategies have been commended by the WV Board of Education's auditing agency, Office of Education Performance Audits.

Children who enter Youth Academy leave with a significantly higher grade point average. They are able to potentially achieve an increased percentage of credit accrual while in treatment. The goal is not simply remediation. Some students in 2014 have taken the ACT test and/or attended college courses as their individual situation mandated. Some students received their high school diploma in a graduation ceremony held in May and witnessed by parents, teachers and staff as well as their peers.

Academy Programs summer school program has become a standard 40 day thematic based term. Educators, regardless of their subject matter, incorporate all content standards and objectives around a common theme. The summer 2014 theme was Mission to Space. This topic was carefully selected for several key reasons including being a hands-on, critical thinking approach to learning. It also utilizes our collaborative working relationship with the Educator Resource Center located at NASA, in Fairmont.

Students are able to earn up to two credits toward a high school diploma during summer school. These credits usually are earned in subjects that they have previously failed in school. In some instances, students can earn credits that accelerate their credit accrual which enables them to get back on track or closer to graduating with their age appropriate peers. This is yet another example of Academy Programs commitment to the Re-Education of our "troubled and troubling youth."

Analysis of Treatment Planning for Youth Academy

Assessment of the program's clinical soundness to assure that best practice is an ongoing focus is of utmost importance. Over all program effectiveness, as well as measurable and individualized treatment goals are part of our commitment to Program Improvement and Quality Assurance, and various data is collected and reviewed. To assist Youth Academy in measuring treatment effectiveness, monthly reviews of treatment plans are undertaken. Progress is tracked through the completion of daily progress notes.

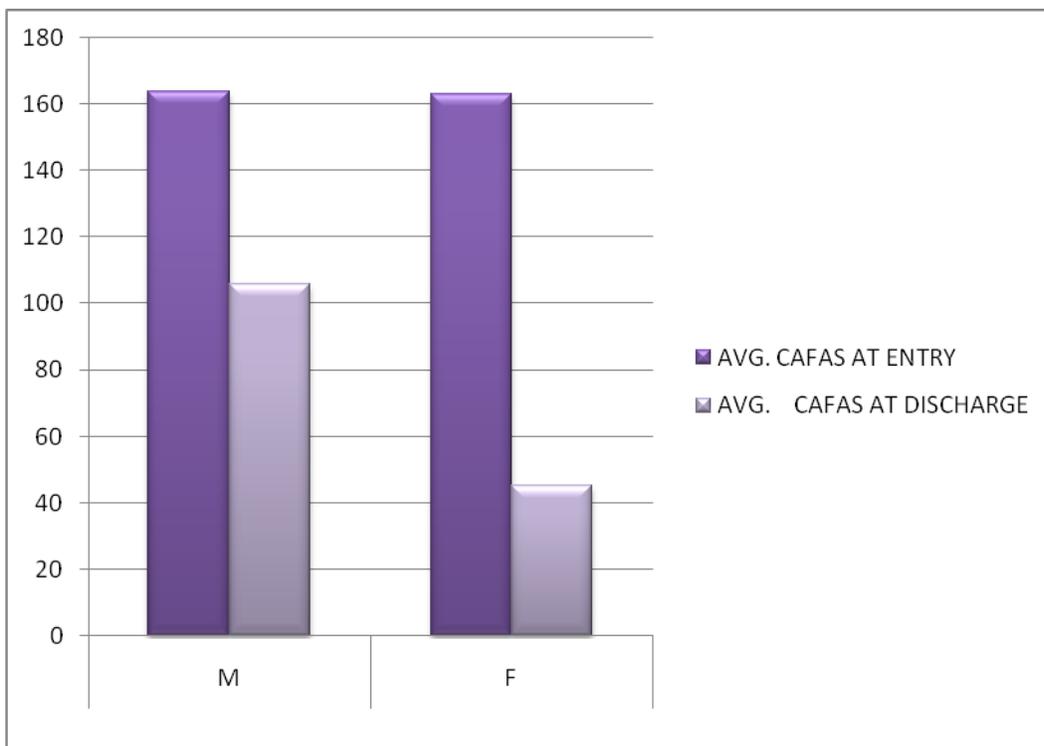
"Feelings should be nurtured, shared spontaneously, controlled when necessary, expressed when too long repressed, and explored with trusted others"

Nicholas Hobbs

Child and Adolescent Functional Assessment Scale
Youth Academy – 2014

The CAFAS has become a standard assessment tool used to determine severity of function at entry to treatment and is likewise used to determine the efficacy of treatment. The following table demonstrates a significant positive impact of treatment while at Youth Academy. (Higher numbers indicate more dysfunction/Lower numbers indicate enhanced functionality)

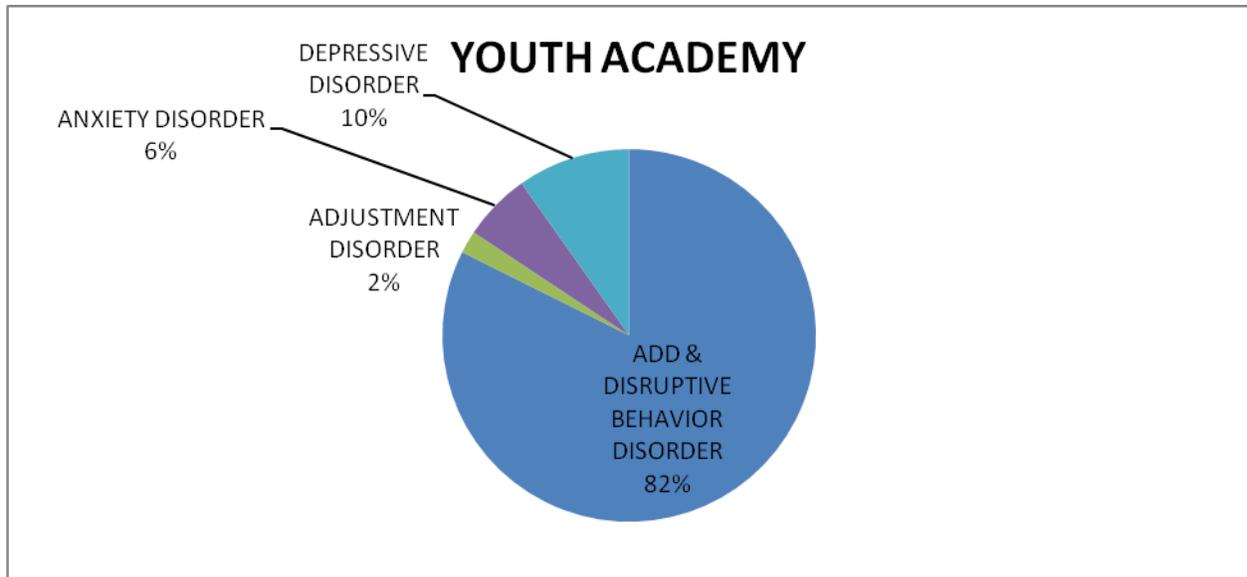
2014		TOTAL SERVED	AVG. CAFAS AT ENTRY	AVG. CAFAS AT DISCHARGE
YOUTH ACADEMY	M	29	164	106
	F	23	163	45



Presenting Diagnosis and Success Rate

“The body is the armature of the self, the physical self around which the psychological self is constructed”

Nicholas Hobbs



As represented by the table and the pie chart, there is a wide spectrum of issues being served at the Youth Academy. The majority fall under Attention Deficit Disorder and Disruptive Behavior Disorders

		TOTAL SERVED	ADD & DISRUPTIVE BEHAVIOR DISORDER	BIPOLAR DISORDER	ADJUSTMENT DISORDER	ANXIETY DISORDER	DEPRESSIVE DISORDER
YOUTH ACADEMY	M	29	26	0	0	3	0
	F	22	16	0	1	0	5
TOTAL YOUTH		51	42	0	1	3	5
Presenting Diagnosis	M		90%	0%	0%	10%	0%
	F		73%	0%	4%	0%	23%
Success Rate	M		100%			100%	
	F		100%		100%		100%

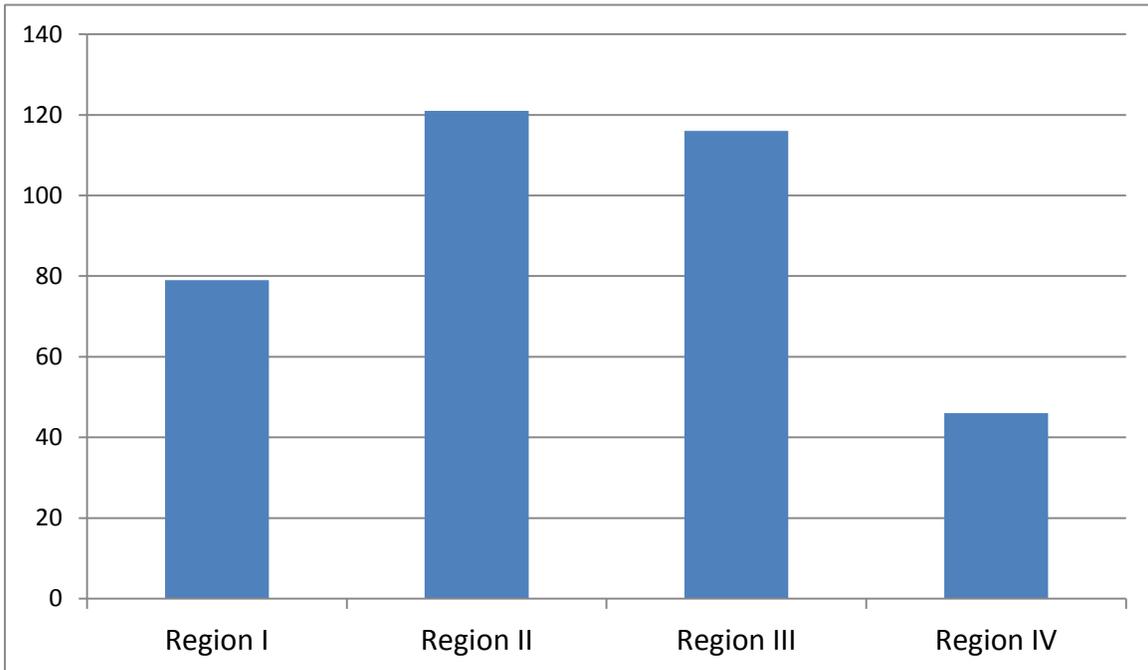
Youth Academy Referrals

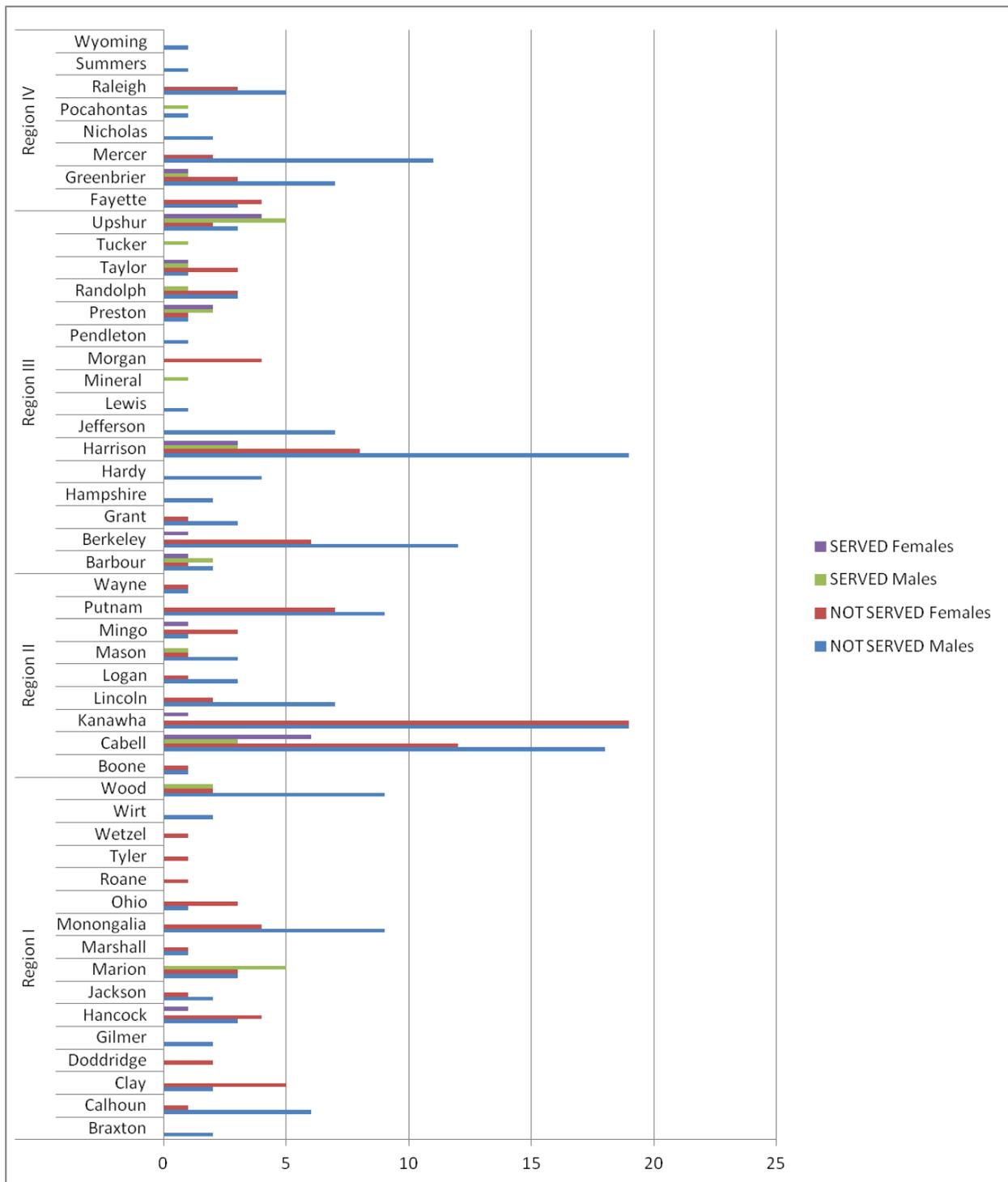
There were a total of 362 referrals received in 2014. Of the 362 referrals received, 21% were from Region I compared to 31% in 2013, 34% from Region II compared to 35% from 2013, 31% from Region III compared to 21% in 2013 and Region IV remained the same with 13% in 2013 & 2014.

Youth Academy

Referrals Totals by Region

Region I	79
Region II	121
Region III	116
Region IV	46
TOTAL	362



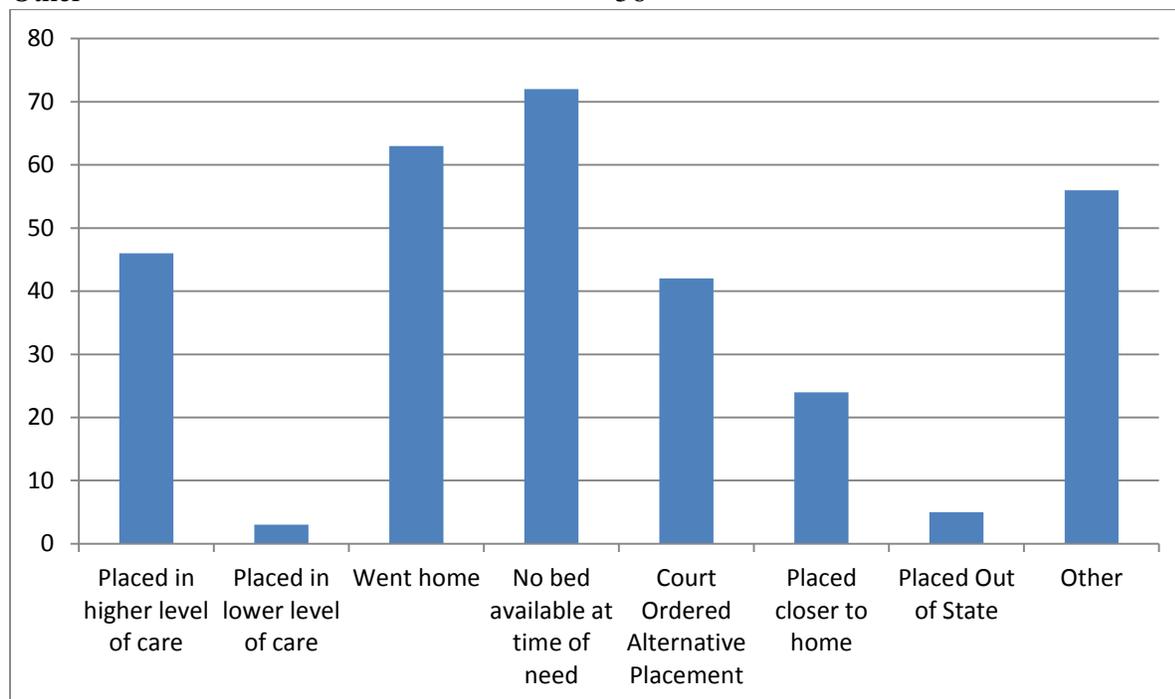


Referrals Not Served

Of the 311 referrals not served, 46 required a higher level of treatment, three were placed in a lower level of treatment, 63 went home and 72 were not placed due to no bed available at the time of need. 42 were court ordered to alternative placements, 24 were placed closer to home, five were placed out of state and 56 for various other reasons such as level of IQ, not age appropriate or currently still on the wait list waiting to place. The most significant reason being the length of the waiting list.

Youth Academy Referrals Not Served

	Not served
TOTAL	311
Male	194
Female	117
Placed in higher level of care	46
Placed in lower level of care	3
Went home	63
No bed availability at time of need	72
Court Ordered Alternative Placement	42
Placed closer to home	24
Placed Out of State	5
Other	56



Reportable Incidents/ Safety Report

Academy Programs instituted a review process where all internal standard operating procedures and operations are examined regularly. The Safety Committee is charged with reviewing and identifying trends within the critical incident process and to identify programmatic issues needing addressed. The committee also conducts monthly examinations of physical plant and utilizes a comprehensive check off format specific to all areas used by Youth Academy clients.

A total of 331 incidents were reported in 2014 as compared to 426 incidents in 2013. This represents a significant decrease. Data observed included the result that the male group had more incidents than the girl's group. The majority of incidents were physical aggression and the resulting physical interventions utilized by staff to ensure safety. The 66 incidents of physical aggression in the male population were mainly attributed to a few out of the ordinary aggressive males throughout the year. A few students comprised the total number of incidents while the majority of youth had no incidents. The girl's group similarly exhibited client specific high numbers at 20, which was lower than that of the boy's group.

Staff met regularly to conduct clinical reviews and to develop plans to address group issues and trends, as well as to identify individual needs of those students displaying aggressive behaviors. New clinical skills were taught and implemented. The team, including Case Managers, was utilized to provide additional information, counseling, and connectivity with the youth's family environment. Individualized counseling allowed for those aggressive youth to develop coping skills to use in the group context.

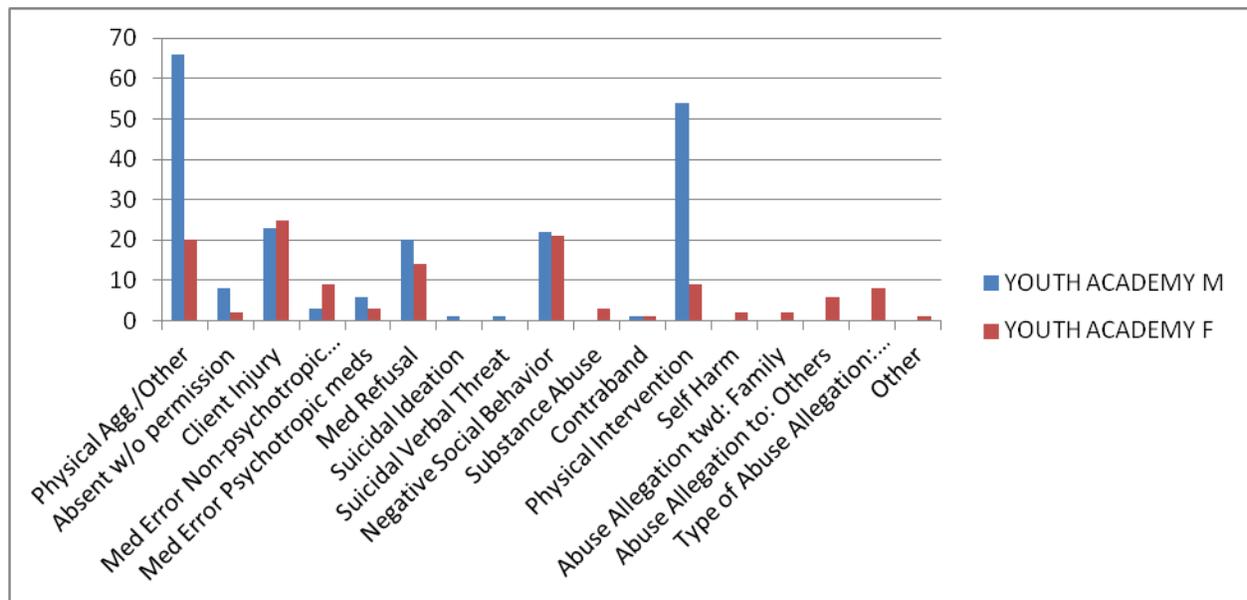
With increased numbers of youth entering the program on various psychotropic medications, additional staff training has been undertaken specific to medication administration. Youth Academy saw 21 medication errors for 2014, only 9 of which were psychotropic medications. The majority were missed skin creams. There were 34 medication refusals during that same timeframe. Medication refusals were investigated and found to be behaviorally related. Regular and periodic training, as well as enhanced oversight of the administration process by supervisors, reduced these numbers by year's end. It is policy that medication errors by staff result in disciplinary action, illustrating the seriousness of the issue.

With regard to reported injuries for 2014 there was an overall decrease in these numbers. Of the injuries reported, a majority were the result of organized sports activities. It is now standard procedure that "warm-up" exercises and routines (stretching and sequencing) are conducted group wide prior to the activity. There were minor strains and sprains that were treated with first aid and timeout from the physical activity. There were zero medical emergencies for the year. Overall, the amount of incidents reported is a representation of accurate reporting by staff to ensure the safety and well-being of all youth being served. Continued staff training in facilitation of group activities, including physical and psychological safety and boundaries, as well as actual and perceived risk strategies for group activities will continue as a priority. Quality of group schedules and activities have been evaluated to ensure that investment by students at Youth Academy is real. Full schedules addressing educational, recreational, spiritual and cultural activities, as well as community service opportunities are available. These premises assist in lowering the number of reportable incidents.

"Self-control can be taught and children and adolescents helped to manage their behavior without the development of psychodynamic insight."

Nicholas Hobbs

INCIDENT REPORTS		Physical Agg./Other	Absent w/o permission	Client Injury	Med Error Non-psychotropic meds	Med Error Psychotropic meds	Med Refusal	Suicidal Ideation	Suicidal Verbal Threat	Negative Social Behavior	Substance Abuse	Contraband	Physical Intervention	Self Harm	Abuse Allegation twd: Family	Abuse Allegation to: Others	Type of Abuse Allegation: Sexual	Other	TOTAL IRS 2014
YOUTH ACADEM	M	66	8	23	3	6	20	1	1	22	0	1	54	0	0	0	0	0	205
	F	20	2	25	9	3	14	0	0	21	3	1	9	2	2	6	8	1	126
	TOTAL	86	10	48	12	9	34	1	1	43	3	2	63	2	2	6	8	1	331



Safety Committee 2014

Monthly Walk Through Report:

All monthly inspections that identified any minor issues were immediately addressed. No recurring issues were reported. Housekeeping standards at both groups have been raised. As new students arrive the standard of consistency is prioritized.

Fire Drill Report:

Monthly review of fire drill records indicate that fire drills occurred in appropriate time frames and were completed successfully.

Emergency Evacuation Report:

The Emergency Evacuation Drill is required to occur on an annual basis unannounced. This process is used to ensure that all staff and kids can evacuate the premises to a safe location if the need arises due to some unforeseen natural disaster or catastrophic event. The emergency Evacuation Drill for 2014 occurred and was successful.

CIRT Report:

We continue to experience issues with missed medications in the early morning and mid-afternoon. As a result, this issue is being addressed by additional training and working more closely with supervisory staff. Medication refusals were investigated and found to be behaviorally related. There has been a huge decrease in physical aggression, also a huge decrease in physical interventions and negative social behaviors. A total of 331 incidents were reported in 2014 as compared to 426 incidents in 2013.

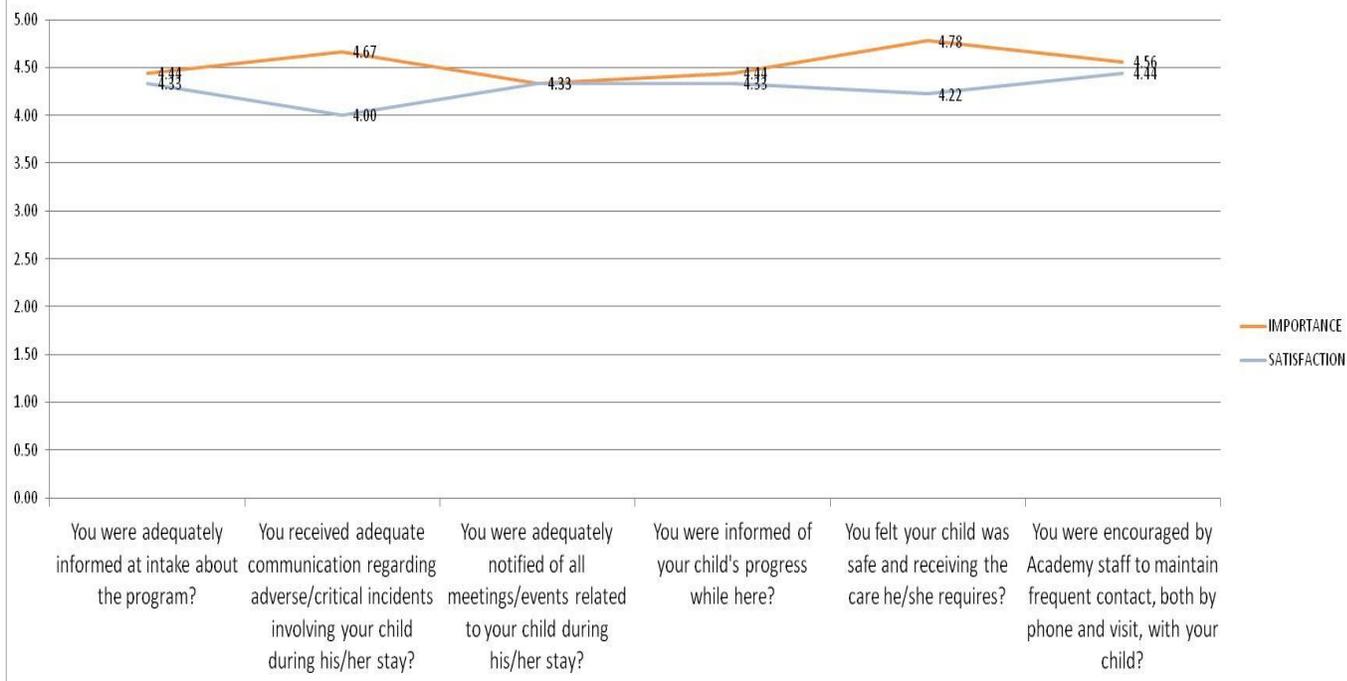
“Ceremony and ritual give order, stability and confidence to troubled children and adolescents, whose lives are often in considerable disarray”

Nicholas Hobbs

Consumer Satisfaction Surveys

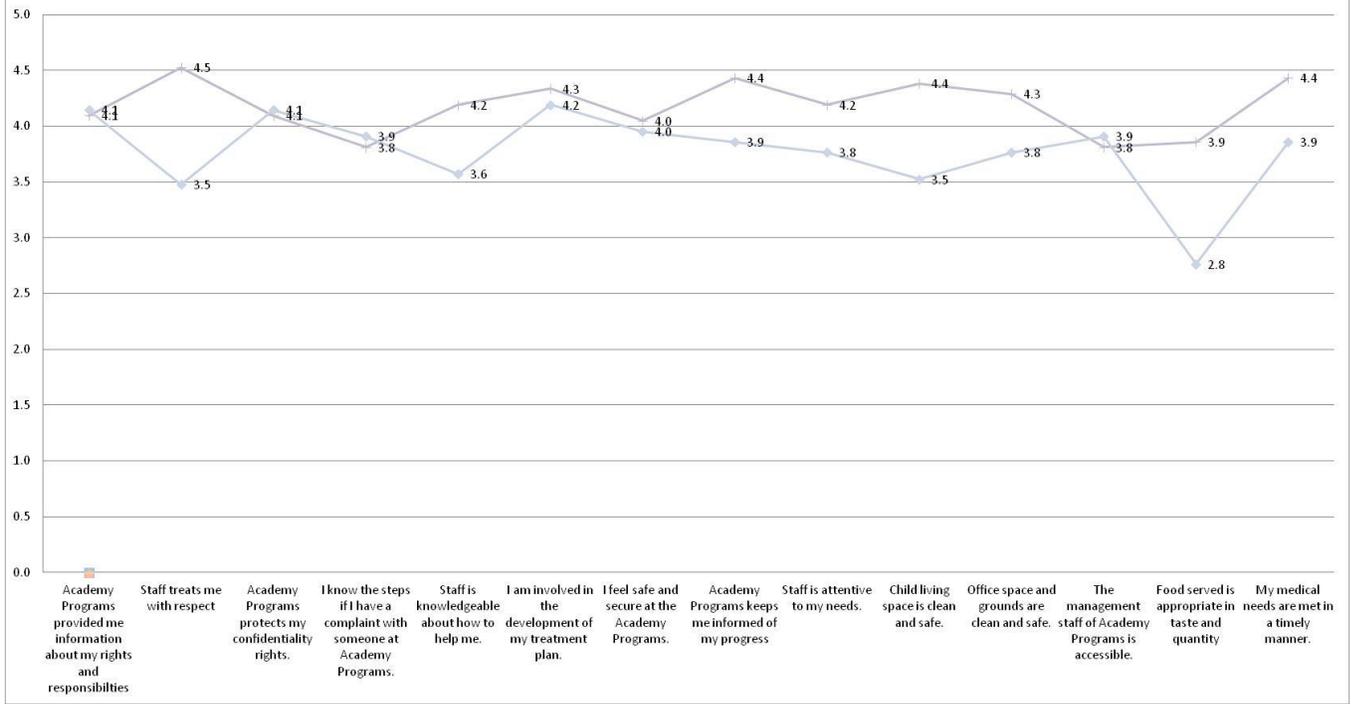
Satisfaction surveys were distributed in 2014. A representation of the results is provided below and the data is specific to Youth Academy. The line labeled *Importance* is specific to how a family rates that question in a level of importance to that individual. The line labeled *Satisfaction* is how a family rates that specific parameter is being delivered. The graphs below illustrate that families do not have any outstanding issues with content and delivery of services at Youth Academy.

**YOUTH ACADEMY
FAMILY SATISFACTION SURVEY
NOVEMBER 2014**



Satisfaction surveys were also given to our youth. They were asked to rate the importance of each topic and then rate our delivery of each topic. On this scale, zero was the worst possible and five was the best possible score we could be rated for each. The graph below details the topics that we were rated on and how we were rated by the youth in our care.

Youth Academy Resident Satisfaction Survey November 2014



Staff Retention/Turnover

The turnover rate for the Youth Academy last year was 45%. There are two critical factors in improving staff retention. First is recruiting and selecting staff. Second is training and developing staff skill sets.

General Staffing Patterns

The general staffing patterns have not changed since Youth Academy opened in October 2002.

Community and Family Intensive Treatment

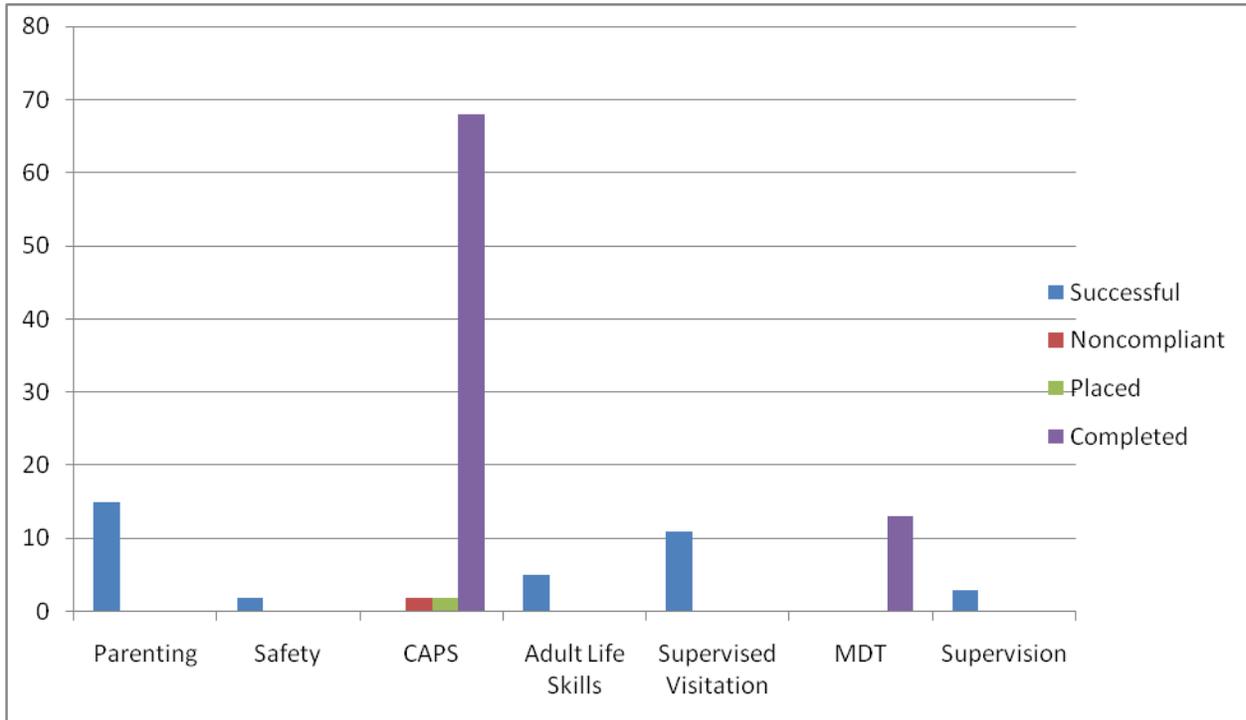
CFIT serves an integral function of Youth Academy by establishing a mechanism by which services can be provided to the family in concert with services provided to the child. These services begin on the date of admission to the residential program, which involve the family at a more visceral level and improves the outcome and likelihood for success.

Moreover, this service is also provided to families and children not involved in the residential program, which further provide necessary services to the community. Youth Academy serves both Regions I and III and has been asked to expand further into other areas of the state.

CFIT Services totaled 124 in 2014, with the majority of services related to CAPS (Comprehensive Planning and Assessment Services), MDT's and Individual Parenting.

		successful	noncompliant	placed	completed
Parenting	17	15	2		
Safety	2	2		1	
CAPS	72		2	2	68
ALS	5	5			
MDT	13	13			12
SV 1	11	11			
Supervision	4	3			1
Totals	124	49	4	3	81

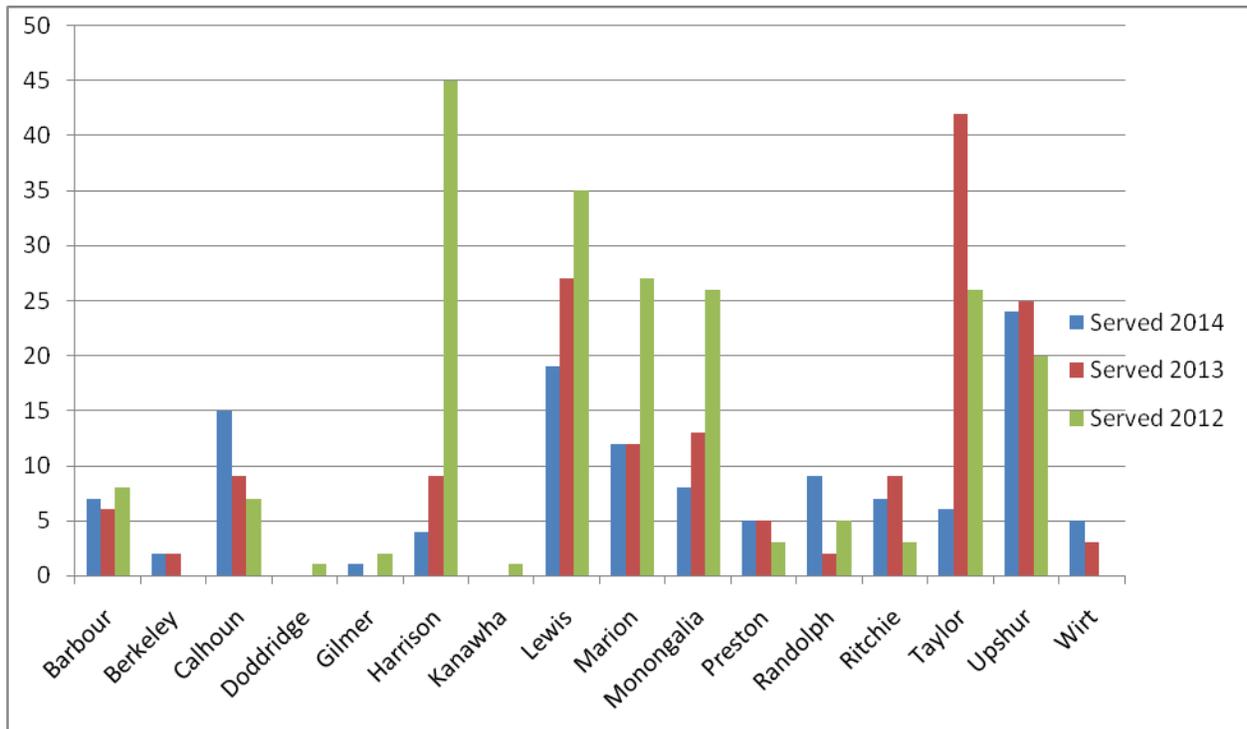
CFIT Services Provided in 2014



The following data and graphs are counties with the number of services provided over the past three years.

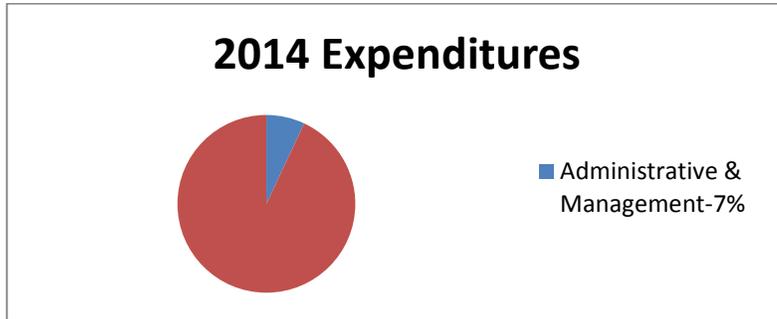
	Served 2014	Served 2013	Served 2012		Served 2014	Served 2013	Served 2012
Barbour	7	6	8	Preston	5	5	3
Berkeley	2	2	0	Randolph	9	2	5
Calhoun	15	9	7	Ritchie	7	9	3
Doddridge	0	0	1	Taylor	6	42	26
Gilmer	1	0	2				
Harrison	4	9	45				
Kanawha	0	0	1				
Lewis	19	27	35				
Marion	12	12	27				
Monongalia	8	13	26				

CFIT Services by County



2014 Expenditures % Of Expense

Administrative & Management-	7%
Treatment and Program Services-	93%



<u>2014 Sources of Revenue</u>	<u>% of Revenue</u>	<u>Dollar Amount</u>
WVDHHR	58%	\$1,171,865.64
WV Medicaid	38%	\$ 770,575.23
CFIT Social Necessity	4%	\$ 81,070.90
Total Income		\$2,023,511.77

