

Academy Programs

2015 Annual Report



Annual Overview and Summary for Academy Programs 2015

In completing another year fulfilling our mission of changing lives through innovative strategies, Academy Programs has successfully increased its service base to include 24 additional students and their families. As a team we worked all year to support one other as we honed the skills of our veteran staff and developed the next generation of Teacher/Counselors. These developing skills have helped us see through the task of reestablishing commitment to campus traditions and Re-Education. As a stronger team we look forward to the task of nurturing and developing the next generation of staff to carry on the traditions of serving West Virginia's youth and families well into the future.

The Academy continues to maintain a strong commitment to Re-ED Philosophy as the guiding principle for treatment and programming implementation. Re-ED is an intervention that combines psychological and educational strategies for working with troubled and emotionally disturbed children and adolescents. Re-ED Philosophy begins with two basic assumptions. First, that emotional disturbance is not something that a child or adolescent "has", or not something in the person. It is not an illness, a disease, a disorder, or the by-product of pathology. Rather, Re-ED focuses on the presence of emotional discord as the result of a deficit in the child's ecology. In short, they are a product of their environment. In order to change or modify behaviors that have prevented children from being successful in their natural environment, we believe that we must address and correct the shortcomings of that environment and give children the tools necessary to master living in those environments.

The second assumption of Re-ED Philosophy is the prescribed response to emotional disturbance by the treatment community. Traditional psychodynamic models of treatment rely heavily on individual and group therapy as a means of generating the insight necessary to promote behavioral change. However, in Re-ED, preference is given to experiential learning. We derive greater benefit from life as it is lived, as opposed to life as it is talked about during therapy sessions. Insight into the causal relationship of behavior and experiences is regarded as less important in generating behavior change as is experiencing the benefits of that change through successful and effective daily living. Success generates success and children who experience the benefits of living successfully on a daily basis gain the competence and confidence necessary to generate the desired behavior modification.

Positive performance in education and repairing the academic deficits of our student body continue to be a primary concern in our approach to treatment. Education and academic competence is of equal importance in Re-ED as is an active involvement in traditional psychodynamic intervention. Research and experience demonstrates the crucial importance of academic competence in improving the adjustment of children. As Re-ED practitioners, we begin with an attempt to repair academic deficits as a means of creating a gateway to address and improve behavior, performance, and adjustment deficits. Children who perform with competence and confidence in the classroom setting are more apt to perform likewise outside of the classroom.

In April, our traditional Spring Break programming continued with the campus involved in activity throughout the week. Activities included costume contests, mascot competitions, scavenger hunts, relay races, a talent show, and a campus-wide s'mores roast. We dressed like team mascots, super heroes, Disney characters, and celebrities.

In May, we celebrated the opening of YALE Academy. The addition of this new facility has allowed the Academy to expand our services exponentially. In addition to creating the opportunity to serve 24 additional students and their families, the opening of the new program created 38 new jobs in our community ranging from direct-care, supervisory, management, clinical, and adjunct staff. The co-occurring expansion of services offered by OIEP at our on-ground school also created four additional

teaching positions. The expansion of educational facilities and personnel has additionally enhanced learning opportunities for students at Academy Programs. Courses are now available in Career Technical Education (CTE) and Copper Cabling Technology (C-Tech), which will improve the student's ability to pursue technical certifications that will make them more marketable in today's work force.

In July, we held our 7th Annual Teacher Counselor of the Year banquet to honor the person that demonstrated excellence and commitment throughout the year. That honor was given to Program Director Christin Black. Christin has held many positions over the years but she is the embodiment of a true Teacher/Counselor. She began her career with the Youth Academy in 2007. She is dedicated to the youth in her program, the staff she leads, and to helping Academy Programs fulfill its mission in the community. Christin was presented a Kindle Fire that was preloaded with the *Troubled and Troubling Child* by Nicholas Hobbs.

Our campus summer traditions continued with off-campus adventure. In August, students traveled to Camp Mahonegon near Buckhannon for a day of fun in the sun with inflatable games. In addition to the eight inflatable activities including waterslides, obstacle courses, a mechanical bull, and a jousting pit, lunch was catered by Appalachian Barbecue and frozen slushies were available throughout the day to help keep cool. Later in August, we traveled to Buckskin Scout Reservation for three days and nights of camp, where students were able to enjoy the Scouting Experience. Students were able to take advantage of all of the camps facilities including the archery range and climbing wall. They were also able to enjoy the large lake, where they engaged in kayaking, canoeing, fishing and swimming. Night time included a traditional campfire program and evening pow-wow ceremonies.

Our commitment to community service projects has continued throughout the year. Youth Academy students have continued to clean up our community via the Adopt-a-Highway Program and helping to support the Union Mission. Yore Academy students continued their recycling project, worked with the Taylor County Humane Society, and completed a clothing drive for the Hope Shelter in Morgantown. YALE Academy has initiated projects with the Salvation Army during the Christmas season and has been involved with the Soup Opera in Fairmont.

All groups within the Academy have been involved in planning and hosting campus-wide activities throughout the year. These activities have included a carnival, a talent show, cookouts, a Field Day, a 3 on 3 basketball tournament and a New Year's Eve Bash. 2015 has been a year filled with growth and development for Academy Programs. In addition to expanding our services and educational opportunities, we have maintained strong commitments to our traditions, our practice of Re-ED philosophy, our investment in the community, and our commitment to children in need.

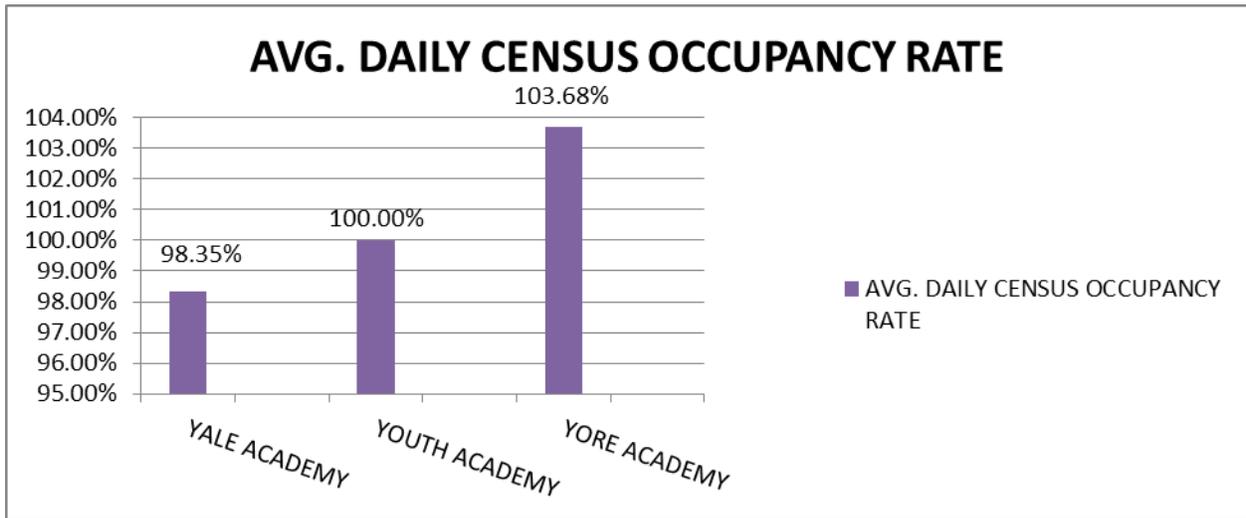
Nicholas Hobbs, the founder of Project Re-ED, admonished the Re-ED practitioners of the future that there should be no orthodoxy in our practice of this philosophy. He warns that if Re-ED would be allowed to be a restraint of discovery or invention that it would sure die. Or worse, linger on no matter how outmoded it may become. He challenged the generations to come to recreate Re-ED every day to maintain its innovation, its uniqueness, and its promise of joy in each day. The Academy has embraced this challenge. "Through the effective implementation of Re-ED Philosophy the disturbed child finds himself immediately committed to a new way of living at once more satisfying to himself and more satisfactory to the people in his life. Indeed, when a day's program is well planned and executed, when things are going well with the group, it is exceedingly difficult for a disturbed child to behave in a manner that earlier caused him to be so described. Such a day is by no means easy to make happen. It takes good people, extensive resources, and careful planning." (Hobbs, 1982, p. 89)

The 2015 Academy Programs Annual Report will go into greater detail by addressing information in the following areas:

- General program effectiveness in relation to stated goals/community needs and general staff effectiveness
- Average Daily Census
- Occupancy Rate
- Total Number of Residents Served
- Permanency of Life Situation
- Graduating Academy Programs
- Average Length of Stay
- Academics
- Child and Adolescent Functional Assessment Scale
- Presenting Diagnosis and Success Rate
- Referrals
- Reportable Incidents/Safety Report-CIRT Review
- Safety Committee Report 2015
- Satisfaction Surveys
- Staff Retention and Turnover
- General Staffing Patterns
- Smart Recovery
- Community Family Intensive Treatment (CFIT)
- Expenditures & Revenue

General Program Effectiveness in Relation to Stated Goals/Community Needs/General Staff Effectiveness

The Yore Academy and Youth Academy remained at full capacity for the year. The YALE Academy took its first residents on May 27, 2015. Over the next two weeks, additional students were added until it reached capacity on June 12, 2015. Since that date, it has remained full. Yore Academy has been ordered over capacity at various times throughout the year. This impacted our census and put us at 103.68% utilization for the year. YALE Academy was ordered over once, even though it had only been opened for a few months.

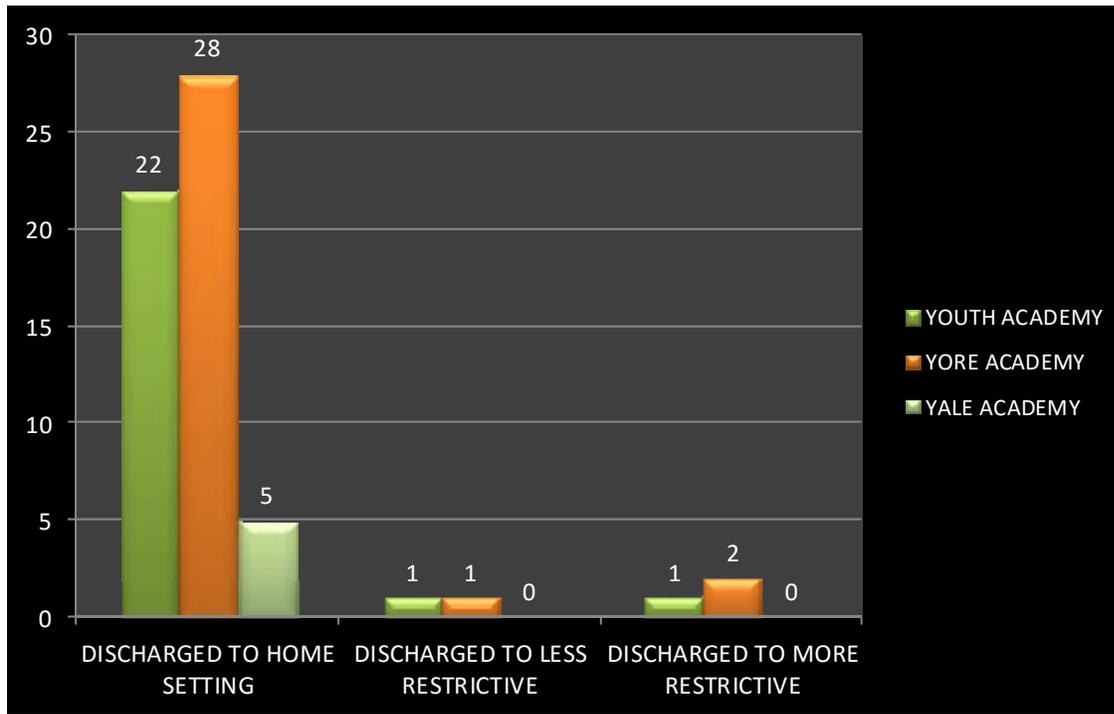


Individual program data:

2015		TOTAL SERVED	POSSIBLE DAYS OF CARE	TOTAL DAYS OF CARE 2015	AVG. DAILY CENSUS OCCUPANCY RATE
YALE ACADEMY	M	18	5208	5122	98.35%
	F	12			
YOUTH ACADEMY	M	23	8030	8030	100.00%
	F	24			
YORE ACADEMY	M	36	8760	9082	103.68%
	F	20			

Permanency of Life

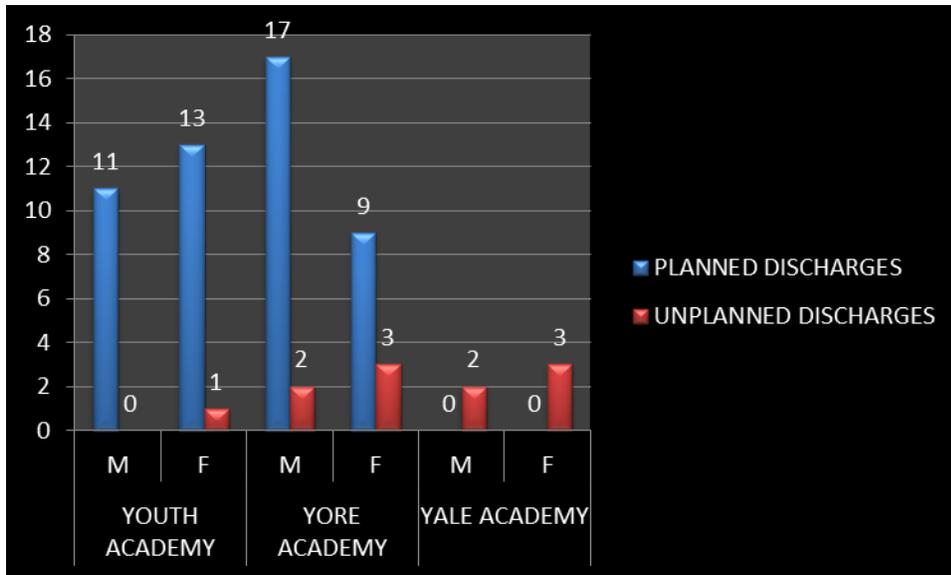
In 2015 Academy Programs was able to serve a total of 133 children. Over the course of the year, 61 of those children were discharged. 56 children were reunited with their families, 2 were discharged to a less restrictive placement and 3 needed a higher level of care. 95% of the children discharged successfully. By examining “Permanency of Life Situation” and applying 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:



Per program data is represented below:

2015	TOTAL SERVED	TOTAL DISCHARGES 2015	DISCHARGED TO HOME SETTING	DISCHARGED TO LESS RESTRICTIVE	DISCHARGED TO MORE RESTRICTIVE
YOUTH ACADEMY	47	25	23	1	1
YORE ACADEMY	56	31	28	1	2
YALE ACADEMY	30	5	5	0	0
	133	61	56	2	3

Successful discharges are also achieved through planning. Whenever possible, Academy Programs coordinates discharge planning with members of the student’s Multidisciplinary Treatment team. Recommendations for further treatment services, school placement and other supports necessary to help the student maintain the gains they achieved while with us are provided to the team. At times, students are released at court prior to completion of the program and without benefit of the planning process. Although sometimes they are being released back into their parents’ care, it is without benefit of planned community services. At other times, students elope and remain at large, causing them to be released from the program. The information below is a representation of the planned and unplanned discharges for 2015:



Per program data is represented below:

2015		TOTAL DISCHARGES	PLANNED DISCHARGES	UNPLANNED DISCHARGES	REASONS FOR UNPLANNED DISCHARGES
YOUTH ACADEMY	M	11	11	0	
	F	14	13	1	court
YORE ACADEMY	M	19	17	2	court (rec'd GED)
	F	12	9	3	court
YALE ACADEMY	M	2	0	2	court (18 yrs. old)
	F	3	0	3	court & runaway
		61	50	11	

Graduating Academy Programs

“All too often, data are collected via complicated systems which are seldom used effectively. This perpetuates the tendency for staff and family members to be reactive to a student’s behavior rather than proactively responsive.” (Nicholas Hobbs, 1982, p.150)

Academy Programs has developed and employs a six phase program known as Graduating Academy Programs, or GAP, delineating the steps a child must take in order to fully and successfully complete the program and utilize the strategies of this program as an integral part of the treatment planning process.

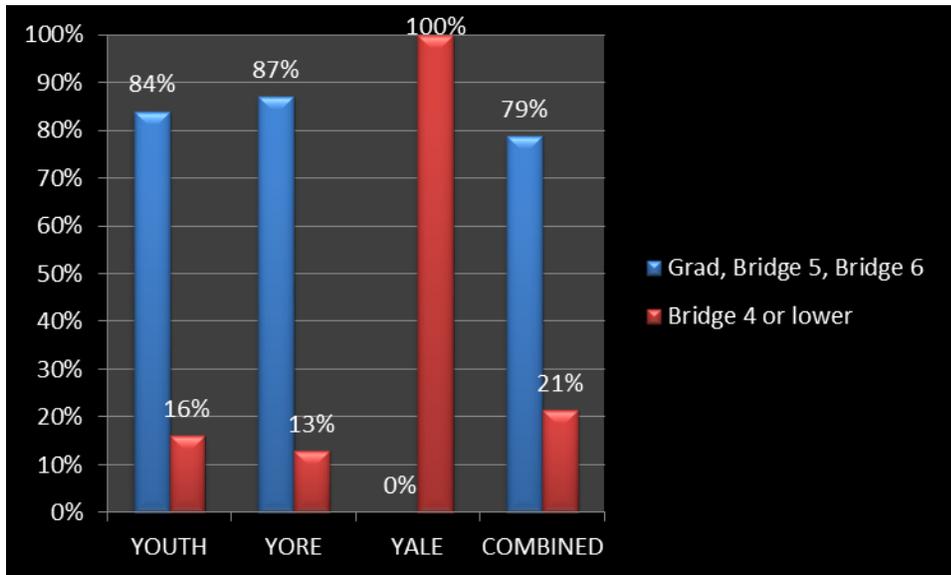
The program has three distinct components necessary for generating successful change in student behavior. First, students have the ability to influence their own destiny based on their involvement in the treatment process and the effort they independently choose to apply to modifying and/or changing the behaviors that have resulted in their removal from their homes, schools and communities. Second, Academy staff approach the implementation of this system in the vested interest of making students successful in obtaining the therapeutic milestones indicated, as opposed to holding them accountable to failure to progress the program in a pre-determined length of time. Finally, the program is comprehensive, combining all aspects of the students ecology including conduct in the residential setting (behavior points), successful completion of goals from their treatment plan, academic performance, substance abuse treatment and family involvement in the treatment process. This approach requires us to treat all sources of discord the student is experiencing, not just repeatedly address student behavior and absence of appropriate conduct.

The GAP program helps to generate investment in the treatment process by allowing students to identify exactly what is required in order to successfully complete the program. It allows professionals involved in the students’ treatment to see real-time data of the student progress in the program and to accurately answer queries related to the length of time required to complete the treatment process. It allows clinical staff to accurately gauge effectiveness of treatment planning as well as track the level of family participation, which is critical in the effective treatment of the student population. Also the GAP program removes subjectivity based on professional judgement from the treatment equation. The effectiveness of interventions is easily visible and quantifiable while the need for additional interventions can be identified quickly.

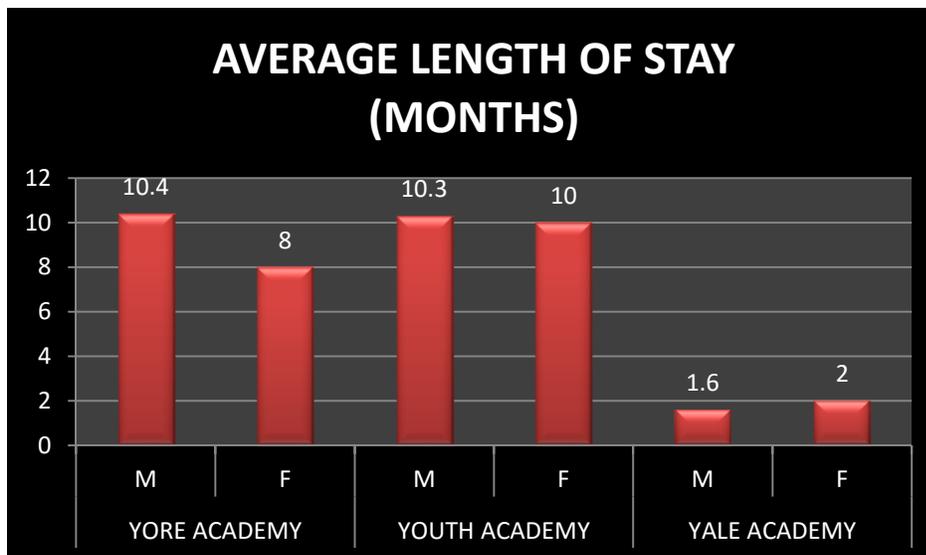
Through the application of this program, Academy Programs is able to offer a consistent product to our referral sources as well as an effective treatment intervention for our student population. We are able to benchmark a child’s progress through the program and identify areas that a child must address and master in order to complete the program. The focus of the GAP program is completion of treatment milestones within the milieu and is specific to each child’s individual treatment needs. It allows children to gauge where they are in the treatment process and identify future challenges to complete the program. It also 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.

In our efforts to generate outcomes that are evidence based in accordance with our company values, we have developed and implemented this program in the treatment milieu.

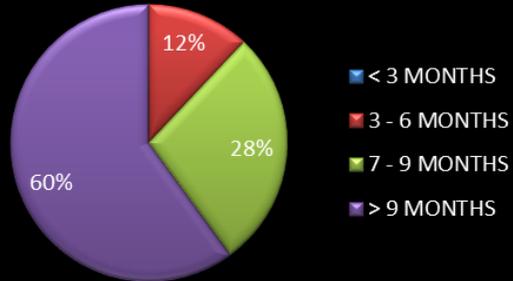
Through the GAP program, students who achieve Bridge 5 or higher have achieved a measure of consistency in all areas of performance. They are internalizing the skills learned throughout treatment and are developing a success plan designed to help them overcome obstacles that prevented them from being successful prior to placement. Although graduates have the best success rate, students who discharge after attaining Bridge 5 are more likely to sustain positive gains. In 2015, discharges reflecting the GAP system are illustrated through the graph below (Note-YALE Academy opened in May of 2015 and had five discharges all of which were unplanned due to court/runaways):



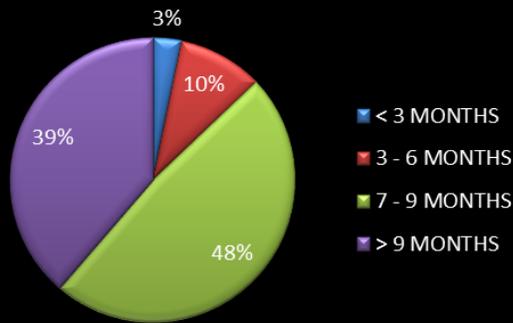
Length of Stay



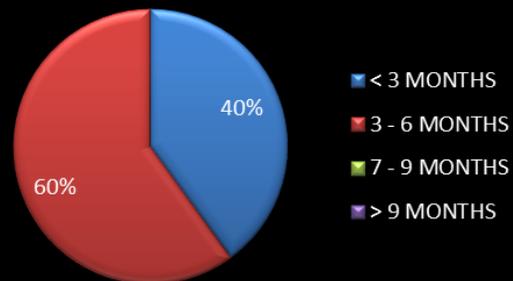
YOUTH ACADEMY LOS MONTHS



YORE ACADEMY LOS MONTHS



YALE ACADEMY LOS MONTHS



Academics

Our school continues to be the highest academic performing school among all WVDE residential on-grounds schools since we completed our first year in 2008-2009. We offer 8 credits during the traditional school year (many public schools only offer 7). There are five core subjects of PE, Math, English, Science, and Social Studies, complemented by electives including but not limited to Career Technical Education (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), Automotive Technology (Students are able to earn a National certification as a student ASE Certified Mechanics), Forestry, Communications, Geography, Piano, Art, Music Appreciation, Health, and Computer Applications. We offer a full summer school in which students can earn up to two credits (the majority of public school systems do not even offer a summer school).

All of our teachers are “Highly Qualified” under the Federal “No Child Left Behind” Act. We have a greater than a 1:1 student to computer ratio (you will not find any public school with a ratio close to that). All student grades, transcripts, etc. 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. We earned “Full Accreditation” by the WVDE’s Office of Education Performance Audits with numerous “Commendations” for excellence. Federal “Title I” school which enables us to receive federal funding to run academic programs for at risk children. We offer tutoring [during school as well as hiring teachers to work on Saturdays for tutoring and Academic Remediation, Enrichment, and Acceleration (AREA)]. We employ both a Reading Intervention specialist and a Transition Specialist with discharge transition services for up to 12 months. Additional staff hired includes:

- CTE (Career Technical Education) teacher that focuses on Automotive Technology
- English Teacher (for the YALE Academy)
- Science Teacher (for the YALE Academy)
- Math Teacher (for the YALE Academy)

As a result of the CTE program, we are now able to do the “GED Option,” which increases opportunities to earn a high school diploma through alternative methods. Students may be enrolled in distance learning classes:

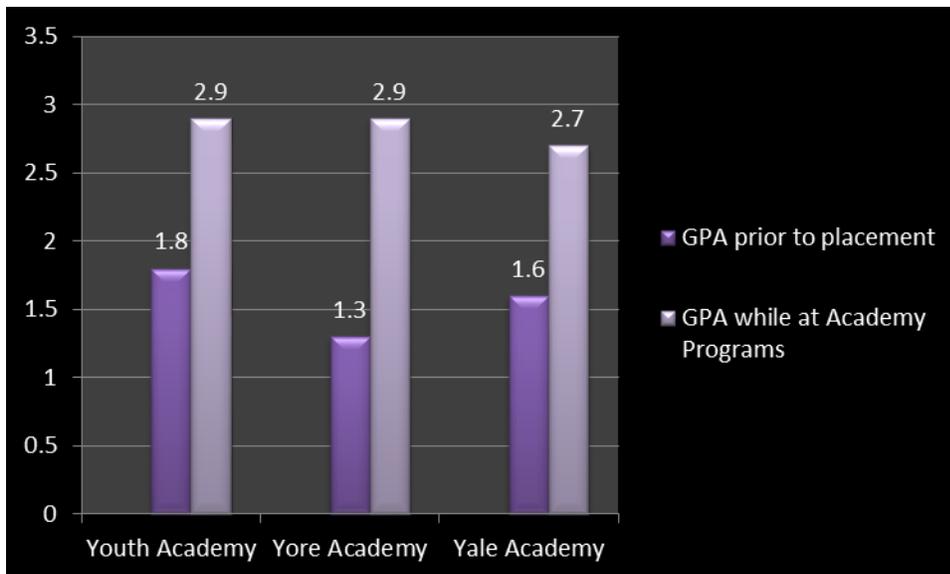
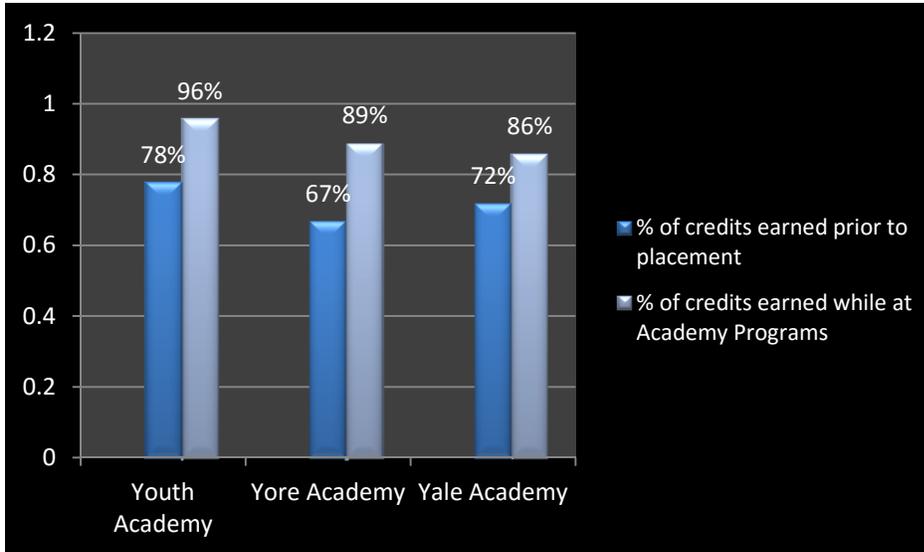
- “Credit Recovery” classes for students that have previously failed a class and need to retake that class for a credit
- “Virtual School” for students that need a particular class that our school either can’t offer or that class won’t fit in our course offering schedule
- College classes via Pierpont and or Fairmont State

Numerous other OIEP schools have toured our school due to directives from the superintendent as we are considered “the model school” for OIEP. We implement a “Positive Behavior Support 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 earning Reaching for the Stars earn a ticket that may be used in the school store. All students enrolled in our school have all academic performances analyzed through monthly IDT reports (monthly) and Reaching for the Stars reports (weekly). 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. We have had successful educational audits by:

- Special Education
- Federal Title I
- WV Board of Education Administration

2015 Pre-Placement Data vs Placement Data

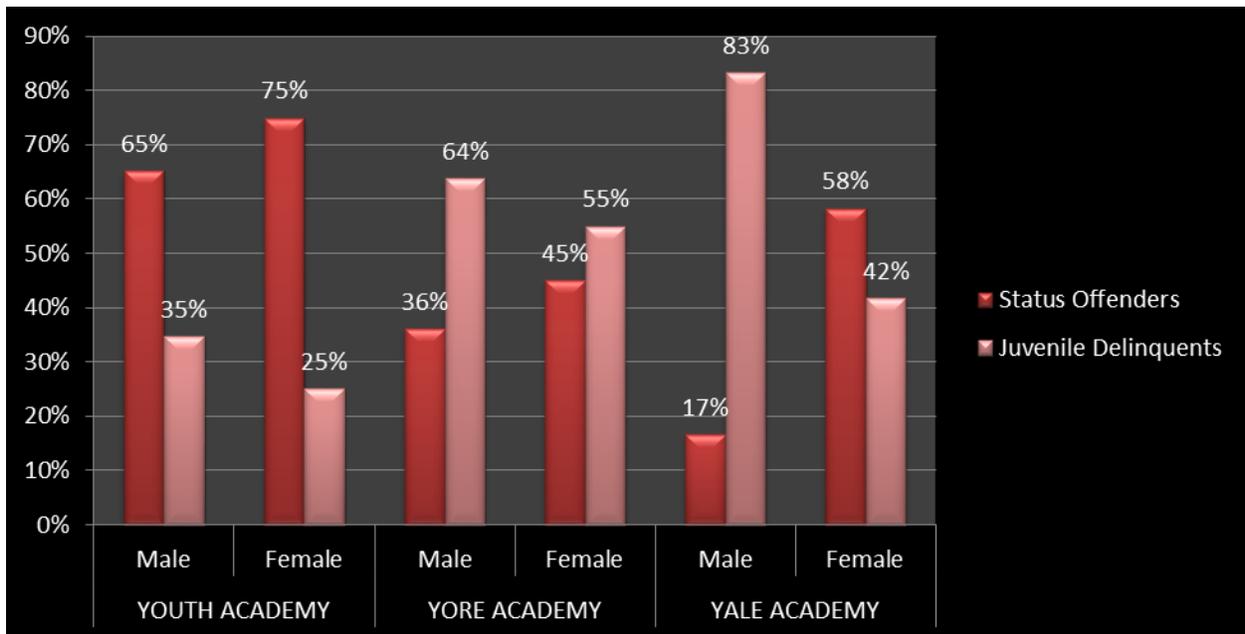


Status

A status offense is a noncriminal act that is considered a law violation only because of a youth's status as a minor. Typical status offenses include truancy, running away from home, violating curfew, underage use of alcohol, and general incorrigibility. Status-offending behavior is often a sign of underlying personal, familial, community, and systemic issues, similar to the risk factors that underlie general offending. Sometimes these underlying issues contribute to delinquency later in life, putting youths at a higher risk for drug use, victimization, engagement in risky behavior, and overall increased potential for physical and mental health issues, including addiction.

Juvenile delinquents are minors, usually defined as being between the ages of 10 and 18, who have committed some act that violates the law. These acts aren't called "crimes" as they would be for adults. Rather, crimes committed by minors are called "delinquent acts."

The graph below illustrates our population in 2015:



CAFAS

The Child and Adolescent Functional Assessment Scale (CAFAS) is the standard assessment used by clinicians and regulatory bodies nationwide to determine the severity of impairment in a child's ability to function in a normal environment and to determine the intensity of services best suited to meet the needs of the child. Scores higher than 100 indicate that the youth likely needs care which is more intensive than outpatient and/or which includes multiple sources of supportive care. Scores of 140 & higher indicate that the youth likely needs intensive treatment, the form of which would be shaped by the presence of risk factors and the resources available.

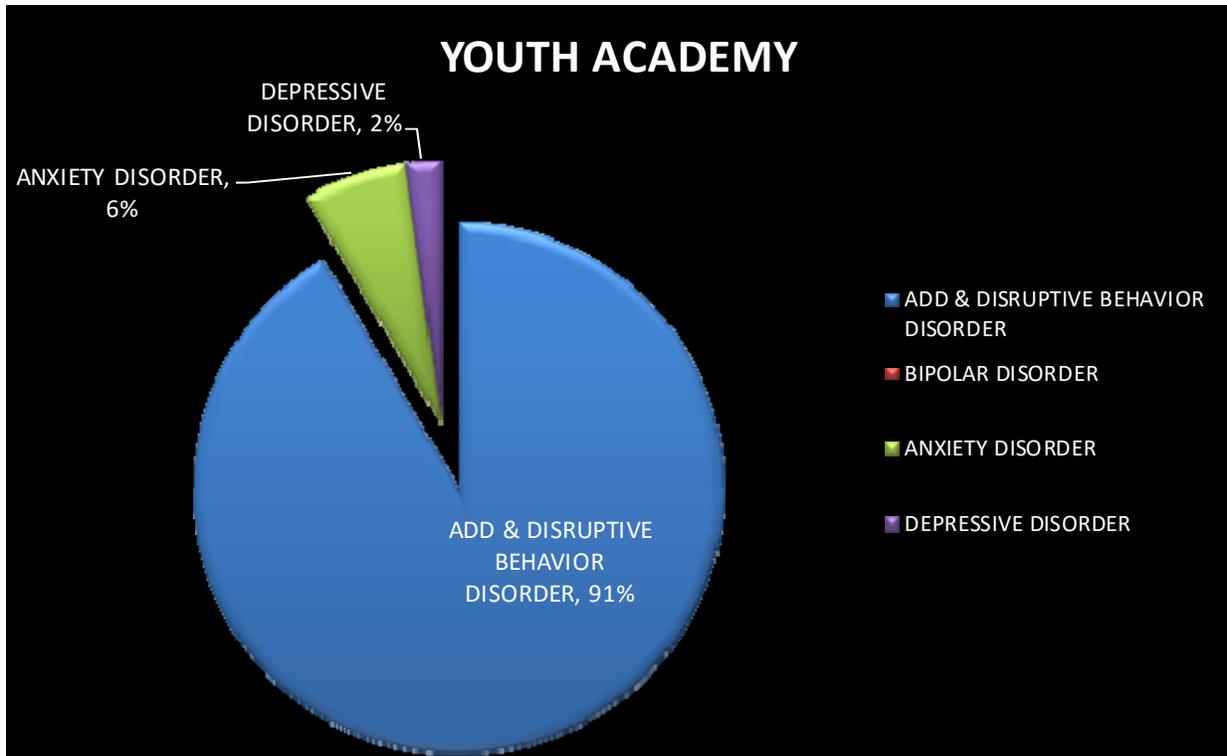
As indicated in the chart below, students receiving services at Academy Programs consistently demonstrate a positive decrease in CAFAS score from intake to graduation. This trend indicates a consistent improvement in functioning and an increase in the ability to be successful in the student's natural environment upon return to the community. The YALE Academy does not show as significant a decrease because those students were unplanned discharges, released after a few months in treatment.



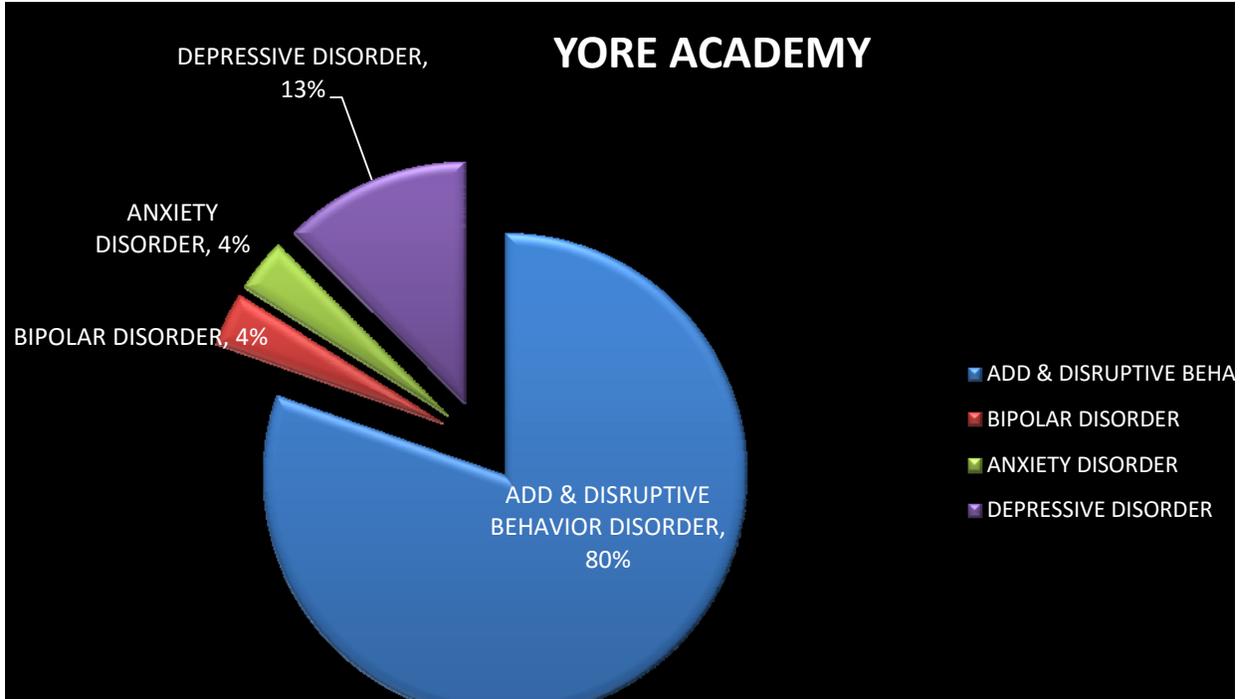
Presenting Diagnosis and Success Rate

The following charts show the various types of behavior disorders that each one of our programs serves. It also shows the success rate we have seen with treatment of these disorders.

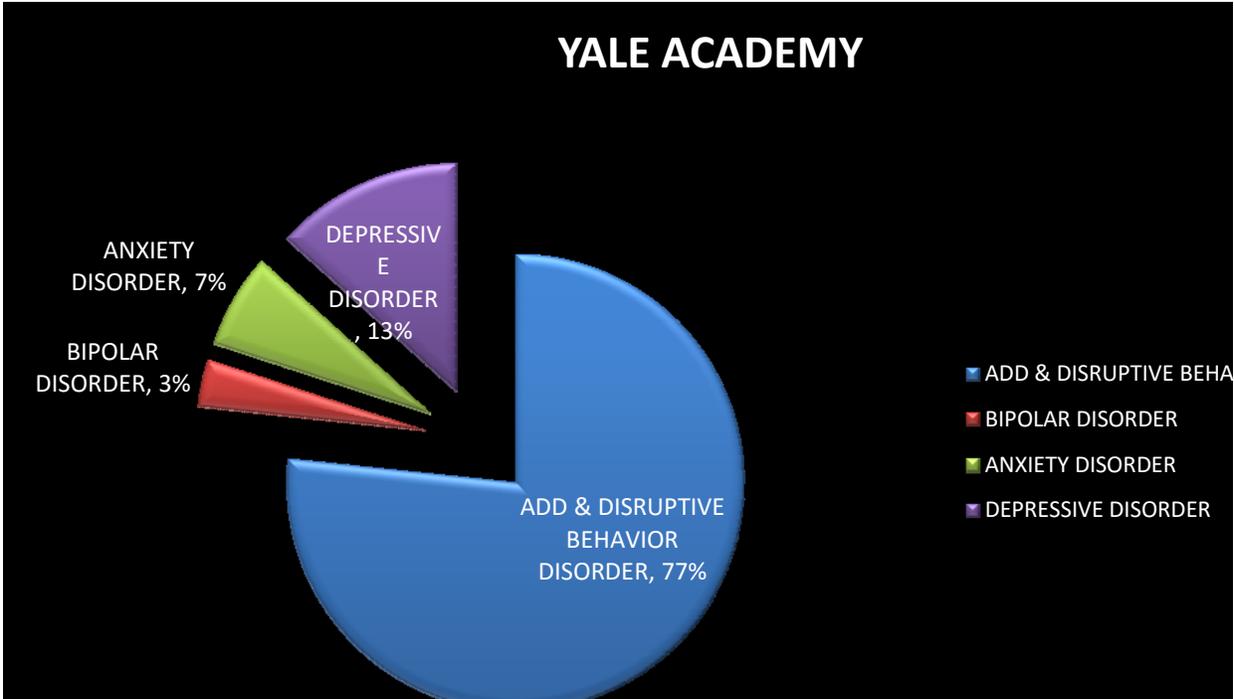
Successful treatment of presenting diagnosis means that there was a decrease in symptoms and the youth were released to a less restrictive environment upon discharge.



		TOTAL SERVED	ADD & DISRUPTIVE BEHAVIOR DISORDER	BIPOLAR DISORDER	ANXIETY DISORDER	DEPRESSIVE DISORDER
YOUTH ACADEMY	M	23	21	0	1	1
	F	24	22	0	2	0
Success Rate	M		95%		100%	100%
	F		100%		100%	

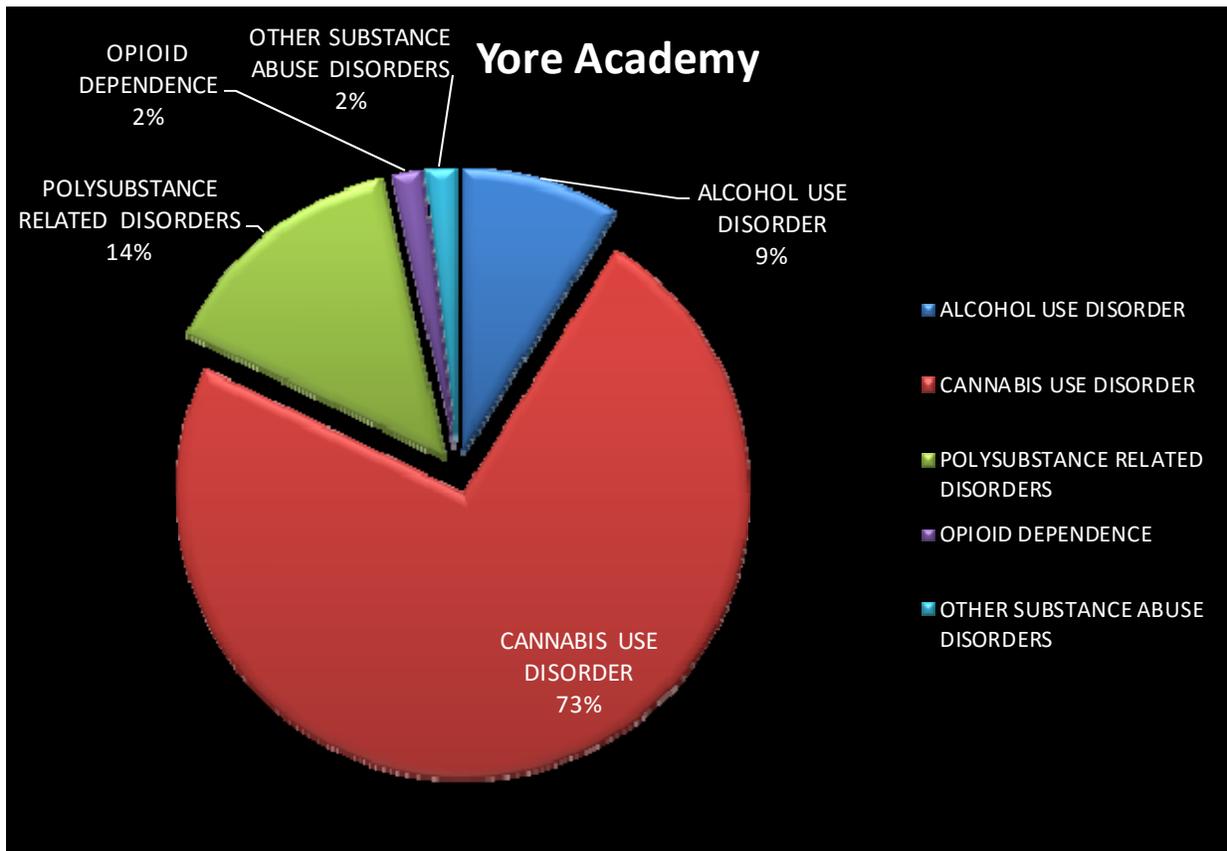


		TOTAL SERVED	ADD & DISRUPTIVE BEHAVIOR DISORDER	BIPOLAR DISORDER	ANXIETY DISORDER	DEPRESSIVE DISORDER
YORE ACADEMY	M	36	34	0	0	2
	F	20	11	2	2	5
Success Rate	M		94%			100%
	F		100%	100%	100%	80%



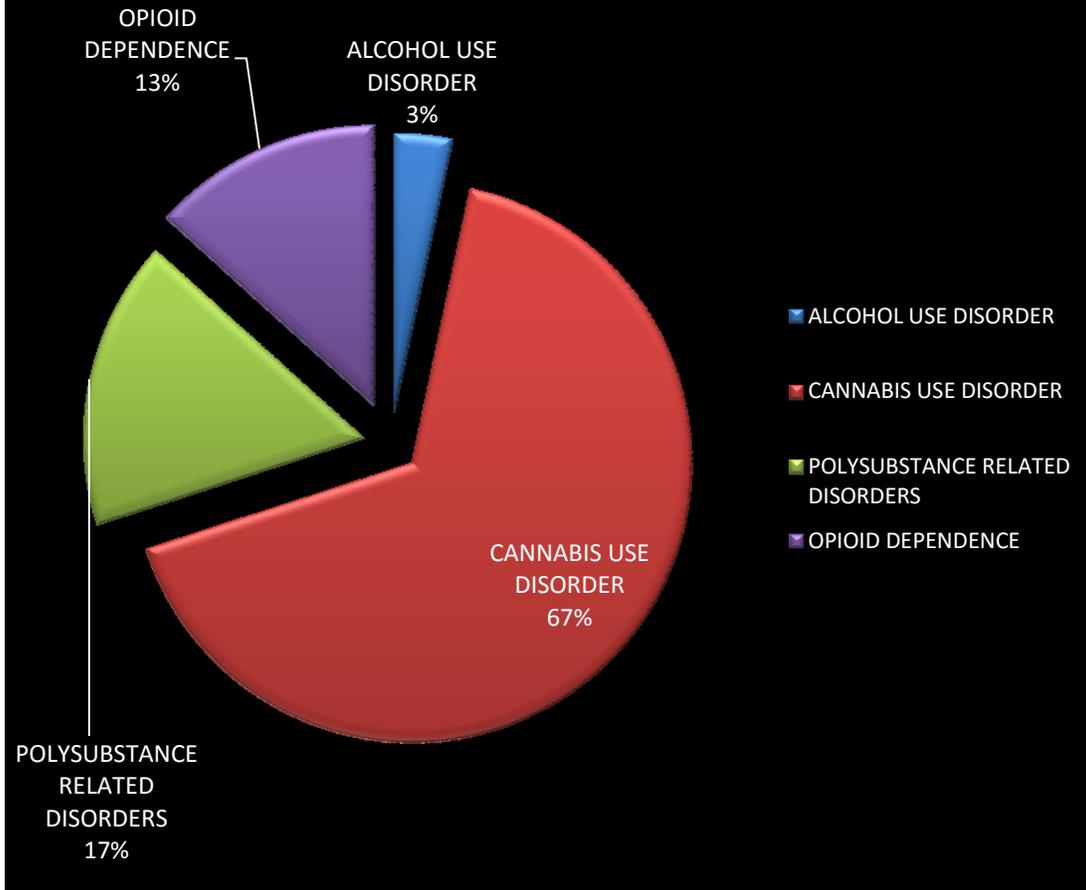
		TOTAL SERVED	ADD & DISRUPTIVE BEHAVIOR DISORDER	BIPOLAR DISORDER	ANXIETY DISORDER	DEPRESSIVE DISORDER
YALE ACADEMY	M	18	15	0	1	2
	F	12	8	1	1	2
Success Rate	M		100%			100%
	F		100%			100%

This chart and graph shows the demographics of primary substance abuse diagnoses the Yore Academy and YALE Academy sees for treatment. The largest category for both males and females still remains Cannabis Use Disorder. This is, in part, due to students' attitude towards marijuana as being "socially acceptable" and non-addictive. There are fewer stigmas attached to marijuana use, so they freely discuss the extent of their use. Students typically admit to using a variety of other drugs, however they tend to minimize the frequency, intensity and duration of that use, therefore not meeting the criteria for diagnosis. After they begin to feel more comfortable in the program, students open up about their true substance use history.



	TOTAL SERVED	ALCOHOL USE DISORDER	CANNABIS USE DISORDER	POLYSUBSTANCE RELATED DISORDERS	OPIOID DEPENDENCE	OTHER SUBSTANCE ABUSE DISORDERS
M	36	4	29	2	0	1
F	20	1	12	6	1	
	56	9%	73%	14%	2%	2%

YALE Academy

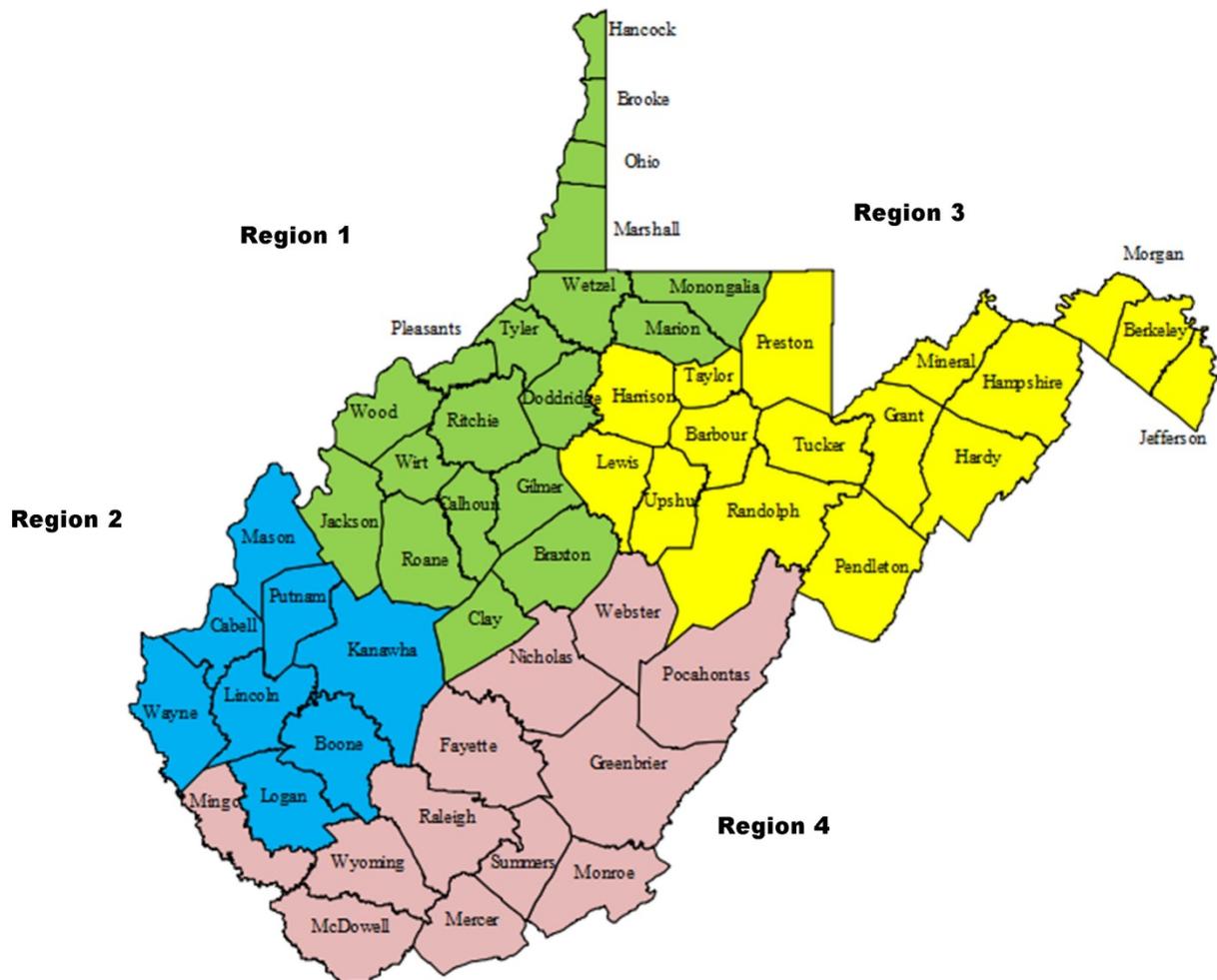


	TOTAL SERVED	ALCOHOL USE DISORDER	CANNABIS USE DISORDER	POLYSUBSTANCE RELATED DISORDERS	OPIOID DEPENDENCE
M	18	1	13	2	2
F	12	0	7	3	2
	30	3%	67%	17%	13%

Referrals Totals by Region

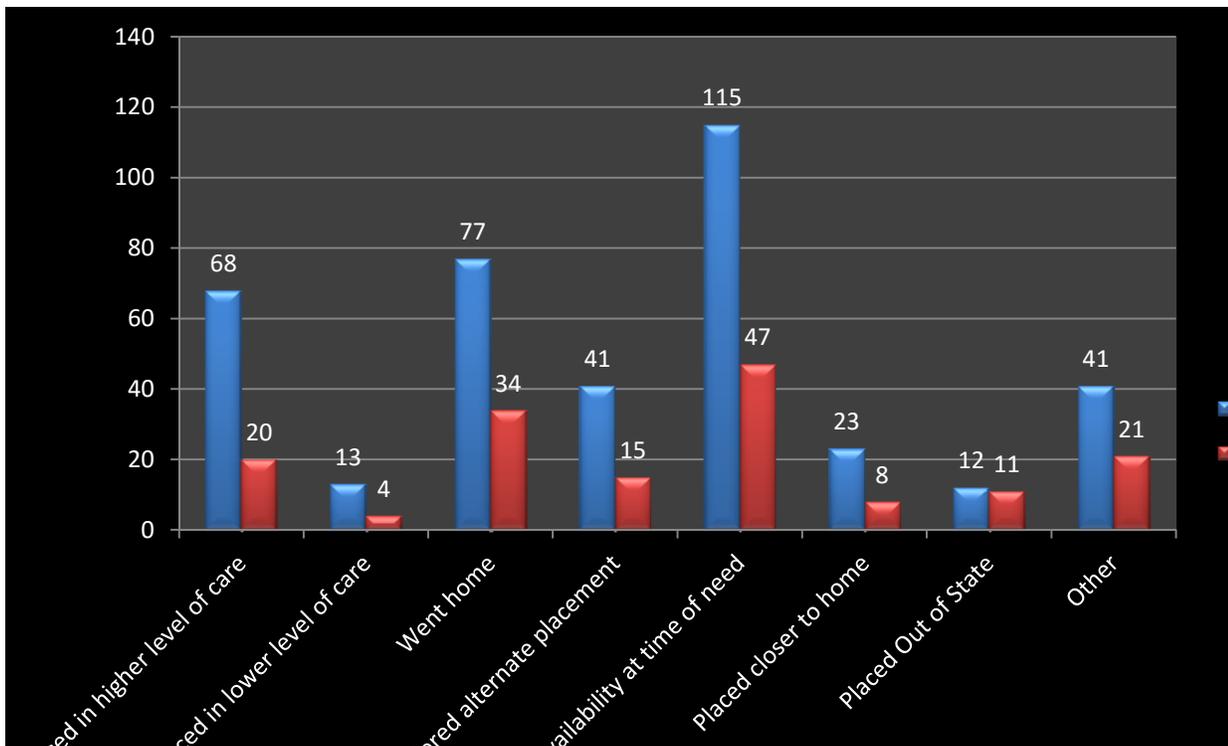
Referrals are received from all over the state. Each program has remained at capacity (or over capacity) for the year. Yore Academy has been ordered over capacity more frequently in order to accommodate the immediate need for substance abuse treatment. The majority of referrals this year, as in 2014, were received from Regions II and III.

Youth Academy		Yore & YALE Academy	
Referral Totals by Region		Referral Totals by Region	
Region I	87	Region I	60
Region II	153	Region II	83
Region III	122	Region III	71
Region IV	73	Region IV	31
TOTAL	435	TOTAL	245



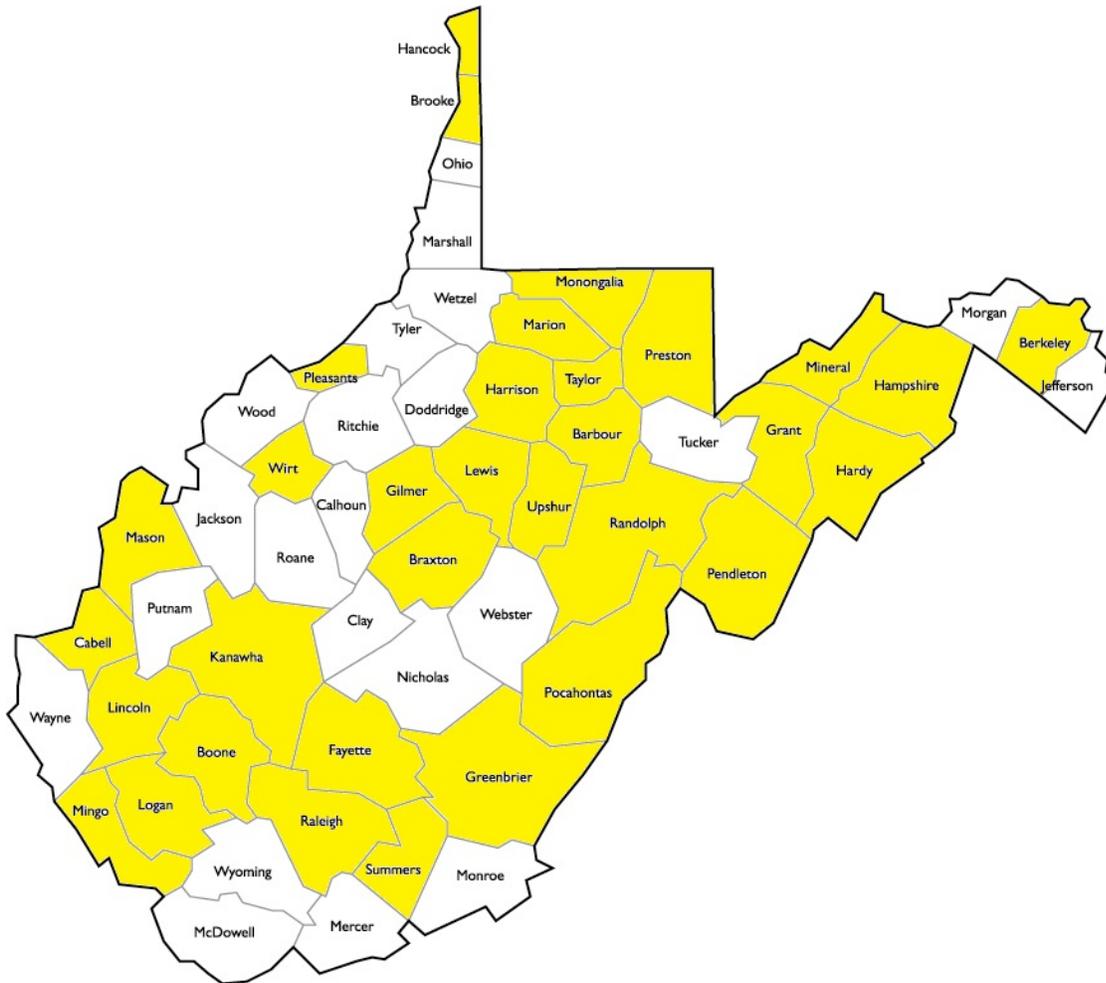
Referrals Not Served

	Youth Academy	Yore & YALE
TOTAL	390	160
Male	250	117
Female	140	43
Placed in higher level of care	68	20
Placed in lower level of care	13	4
Went home	77	34
Court ordered alternate placement	41	15
No bed availability at time of need	115	47
Placed closer to home	23	8
Placed Out of State	12	11
Other	41	21



Referrals Served

In 2015, Academy Programs served students from multiple counties in West Virginia, represented below by the yellow shading. Although we received referrals from some additional counties, we were not able to serve them at the time requested. Over the years, Academy Programs has built a reputation for providing excellent treatment and having successful outcomes with students and their families. We are committed to serving students in their home state. This year, we served the most students from Cabell county (23), followed by 12 each from Kanawha, Marion, Randolph and Upshur.



Critical Incident Review Team (CIRT)

The CIRT is charged with reviewing and identifying trends within the critical incident process and to identify programmatic issues needing addressed. It is important to note that a single behavioral occurrence can result in multiple incidents (i.e. two students in an altercation may result in incidents of physical aggression, verbal threats, and a physical intervention). The average number of incidents per day in each program is low.

	YOUTH ACADEMY	YORE ACADEMY	YALE ACADEMY
Physical Aggression/Other	202	113	150
Absent w/o Permission	21	9	17
Client Injury	84	69	63
Medication Error (non-psycho)	18	20	4
Medication Error (psychotropic)	15	12	3
Medication Refusal	45	67	46
Medical Emergency	0	0	1
Self-Harm	1	0	0
Suicide Verbal Ideation	5	2	4
Suicide Verbal Threat	3	0	1
Suicide Attempt	0	0	0
Negative Social Behavior	137	101	120
Substance Abuse	2	14	9
Sexual Assault/Misconduct	0	0	3
Contraband	7	8	5
Physical Intervention	106	91	82
Client Injured	1	1	0
YA Staff Injured	0	1	0
Property Damage	3	0	1
Search	2	0	0
Abuse Allegation to : Staff	0	1	0
Abuse Allegation to : Family	1	1	0
Abuse Allegation to : Others	0	1	0
Type of Allegation: Physical	1	0	0
Type of Allegation: Sexual	1	3	0
Negative Action: Physical- Client	0	0	2
Other	2	2	0
TOTAL INCIDENTS	657	516	511
AVG. INCIDENTS PER DAY	1.80	1.41	2.35

Safety Committee Year End Report 2015

Monthly Walk Through Report:

The walk through reports for 2015 addressed minor maintenance issues and cottage cleanliness. Plans of action focused on specific groups and areas that needed attention. There is also the continued commitment of addressing areas as needed rather than waiting for a plan of action.

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:

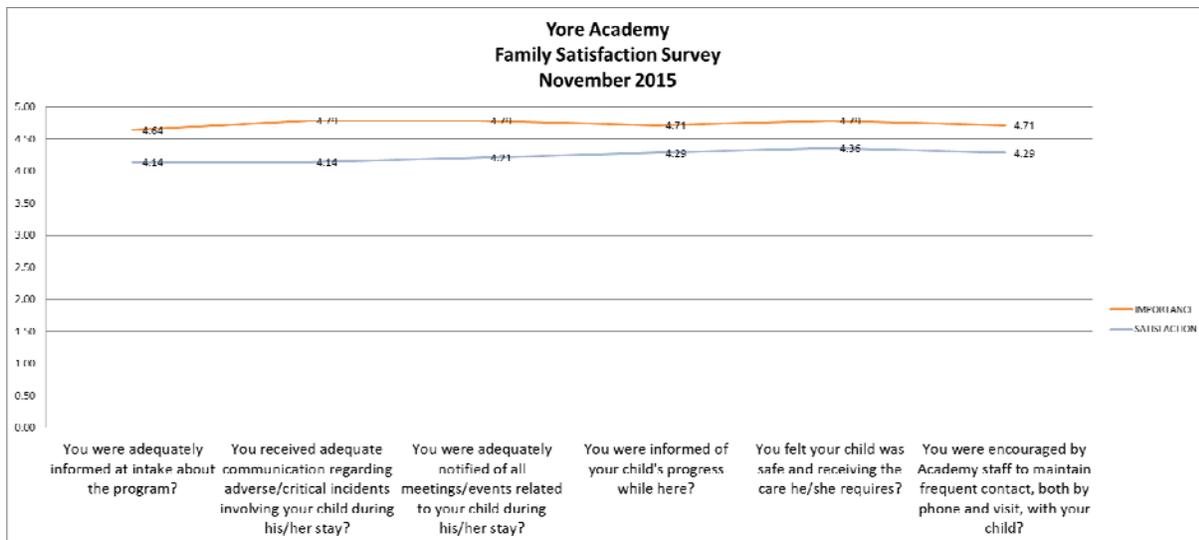
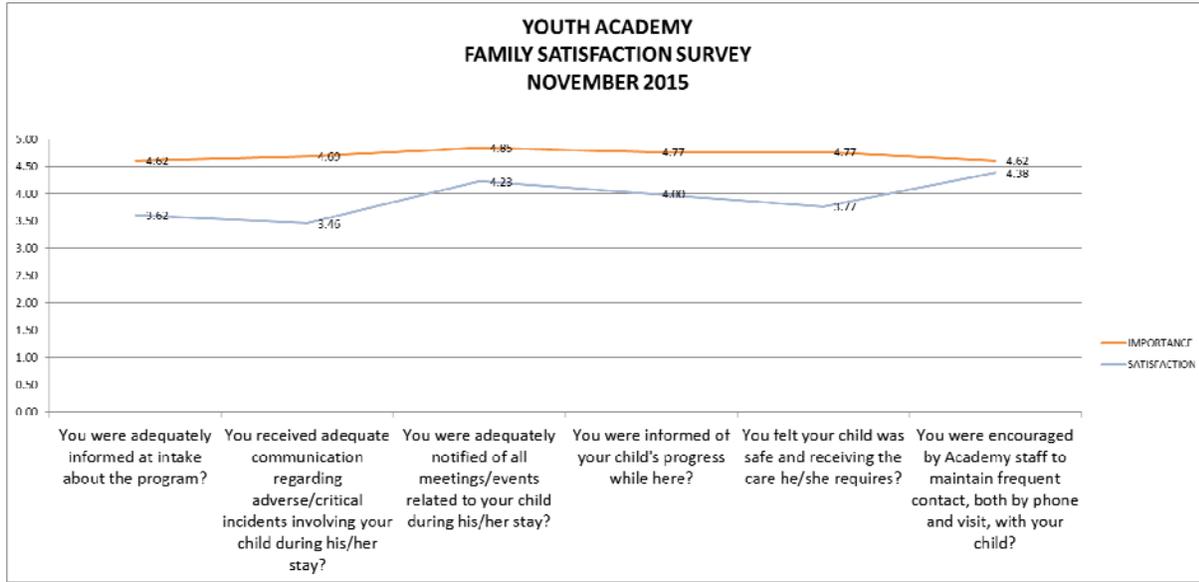
The Emergency Evacuation Drill was conducted on December 30, 2015. All students and direct care staff were successfully evacuated from campus. This was a much bigger undertaking with the opening of the YALE Academy and the additional transportation that was needed. Observations and recommendations for improvement were noted.

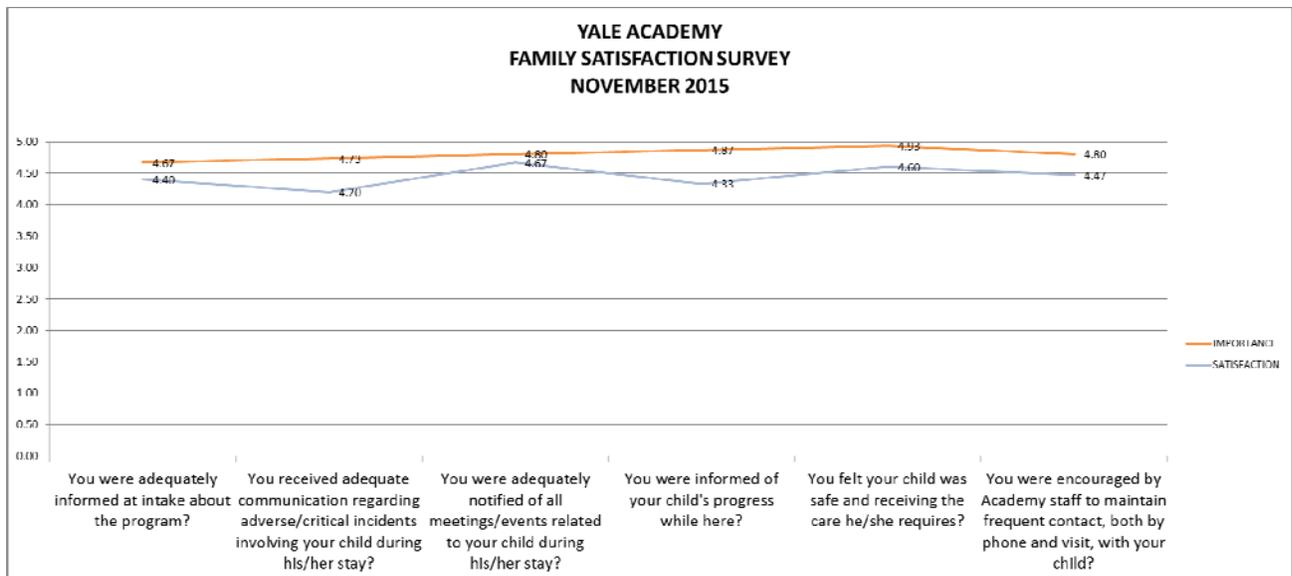
CIRT Report:

Critical and noncritical incidents are monitored closely. Physical aggression was on the rise in the early part of the year and was group specific. Staff steadily addressed those issues and in the later part of the year a marked decrease was noted. We continue to experience issues with missed medications in the early morning and mid- afternoon. This issue is being addressed by having supervisory staff pay close attention to each group during administration times. Medication refusals were investigated and found to be behaviorally related.

Satisfaction Surveys 2015

Satisfaction surveys were sent out to families of youth that we served. Family members were asked to rate the importance of each topic and then rate our delivery of each topic. The graphs below detail the topics that were rated and how we were rated by the families.





Families also provided comments:

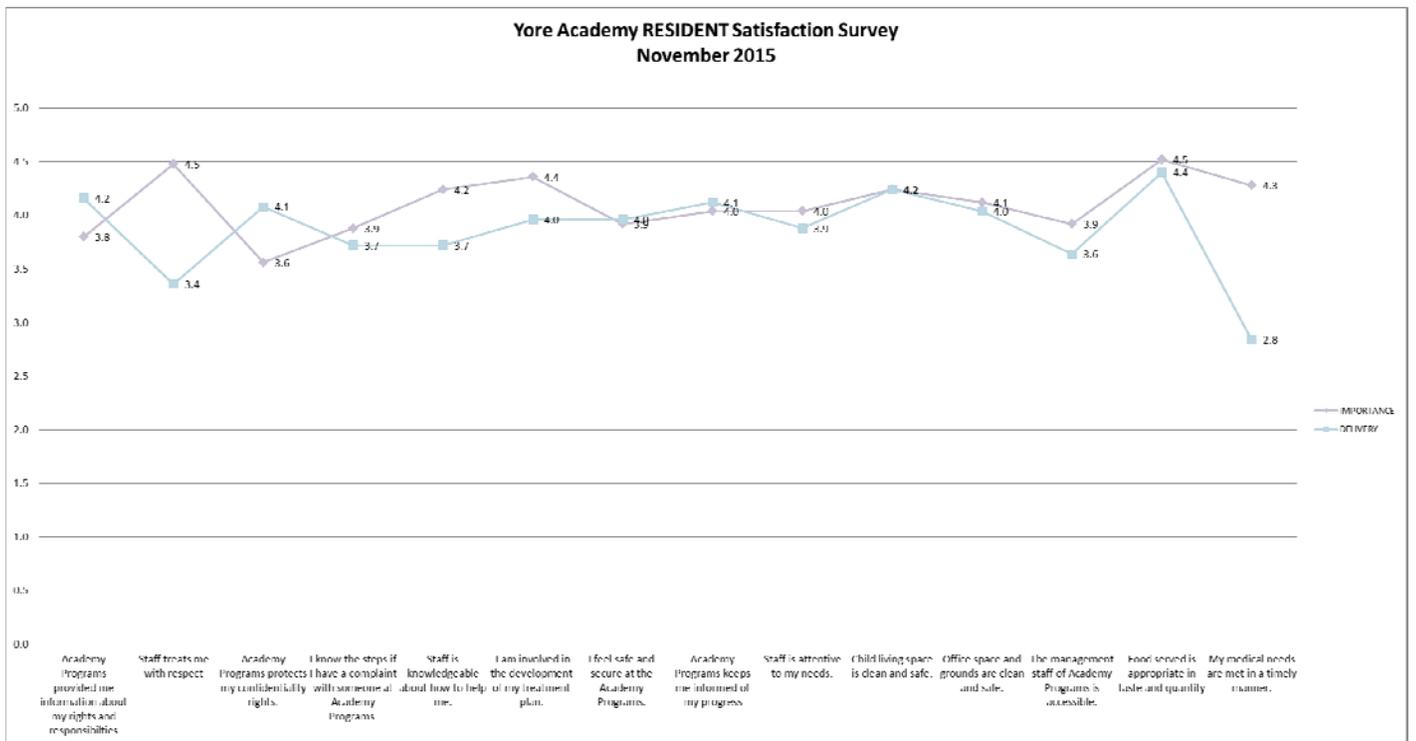
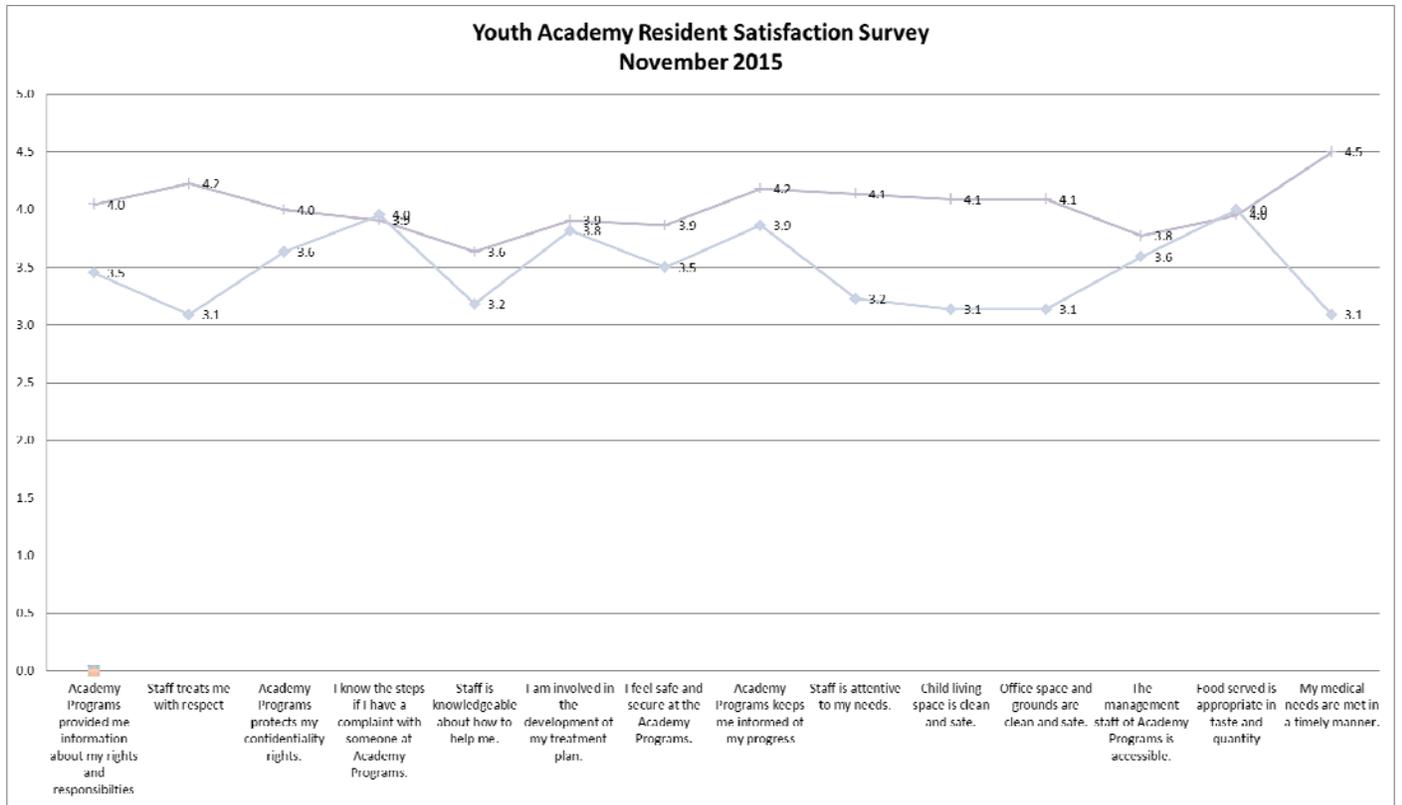
What I like about this program is that it really does work. The improvement is impressive. Better trained staff for the different levels. More staff for better coverage.

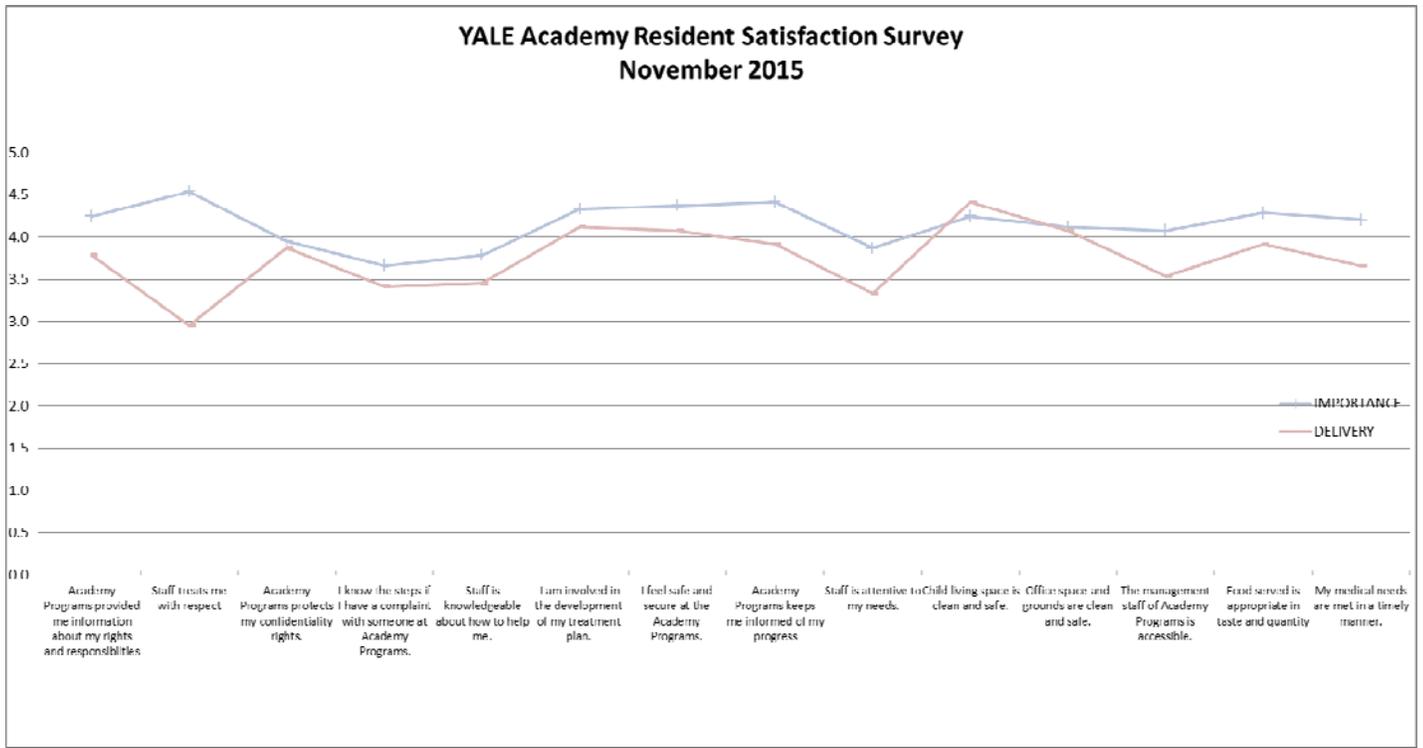
I truly believe the employees are YALE's biggest asset. Intake process could be a little better.

I am very pleased with YALE Academy. They take an interest in their students. I have been made aware of all progress or problems that arise. The staff is above and beyond any that I have encountered. I give a very high rating to this program.

I am very happy with your program! Job well done!

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. The graphs below show areas for improvement and how we were rated by the youth in our care.





General Staffing Patterns and Staff Turnover

Staffing experience continues to be the most essential piece in program success. Staff are required to complete a 90 day probationary period of employment. During this period an employee goes through extensive training and shadowing of senior staff. Training and nurturing the skill level of our staff is critical to retention, which is the key component in the quality treatment we are able to offer the youth in our care. As a company we still encounter the same obstacles with staffing. Academy Programs is not competing with like companies to retain employees, but rather with other industries that provide the same or higher salaries and do not include the level of tension and stress that is commonly associated with this industry. In 2015, Academy Programs invested more than \$100K in wage adjustments for direct care staff. Additional staff was employed with the opening of the YALE Academy.

A total of 18 employees left their positions at Academy Programs in 2015. Eight of those employees were terminated for various reasons. Wages and positions varied, but the majority of the employees who left were Teacher/Counselors I or II. Length of employment also varied, with the majority of those who left staying in their position less than six months. The combined staff turnover rate for 2015 was 23% as compared to 30% for Yore Academy and 45% for Youth Academy in 2014.

Suggestions for improvement from staff are listed below:

- Improve communication between the immediate work groups (i.e. Program Directors, Team Leaders, TCs, therapists, case managers), and Administration.
- Refrain from multiple/last minute schedule changes.
- Recognize those employees who go above and beyond to make them feel valuable.
- Improve the training process for new staff/extend “shadowing” time.

Smart Recovery

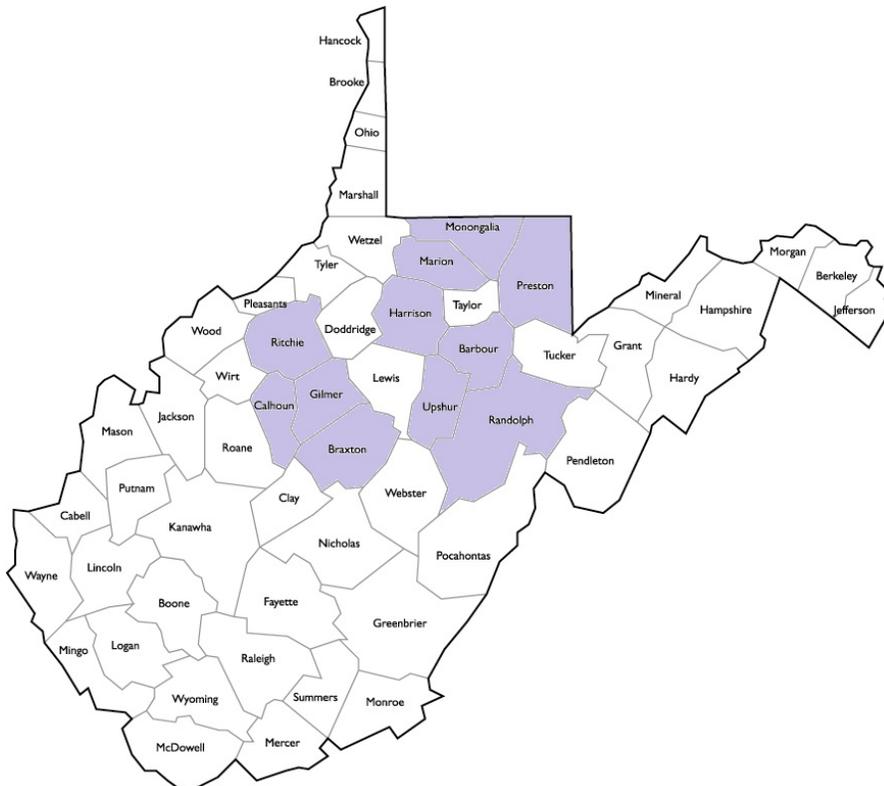
SMART, stands for, Self-Management and Recovery Training. This is a self-empowering addiction recovery group which focuses on assisting participants in learning a variety of tools for recovery. The program is based in scientific research, more specifically, the REBT (Rational Emotive Behavior Therapy) Model, which is a form of psychotherapy. Individuals concentrate on their own desire to make better choices, focusing on recovery in lieu of a moderation approach. At Academy Programs, all youth participate in SMART recovery from entry to graduation. Smart Recovery is broken up into introductory and advanced groups. The youth's progression through these groups is dependent on self-management. Structuring the groups in this fashion prepares them for the online meeting they transition into after discharge, therefore offering them an even greater chance of success upon completion of the program

Community and Family Intensive Treatment

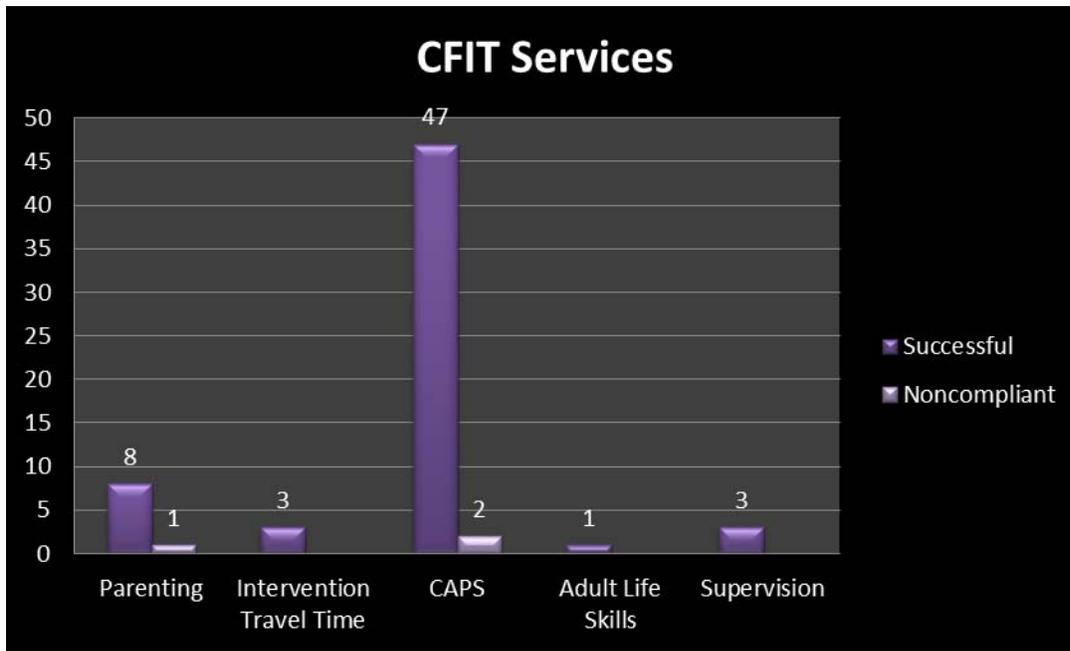
CFIT serves an integral function of Youth Academy by establishing a mechanism by which services can be provided to the family in concert with services provided to the child. The Youth Academy believes that troubled and needy youth need to be surrounded with concerned, caring individuals within the local community.

The ultimate objective of the CFIT services program is to maintain youth who are at risk of removal from their biological home or alternative family living arrangement in their home setting. Services may also be provided to transition a youth being placed back into their home from out-of-home placement.

CFIT provided services in the counties indicated below.



The majority of referrals received were for Comprehensive Planning and Assessment Services (CAPS), while the remainder was divided among Parenting, Supervision, Adult Life Skills, and Intervention Travel Time.



CAPS is a comprehensive assessment of needs and strengths for individual children/youth and their families through face to face interview(s) designed to guide service planning and decision making with the primary objective of permanency, safety and improved quality of life, identify service gaps and promote resource development.

Individual Parenting is face-to-face services to improve parental competence and knowledge of discipline, appropriate supervision, encouragement of child/adolescent care, age appropriate development, realistic expectations and standards of child/adolescent behavior of identified child.

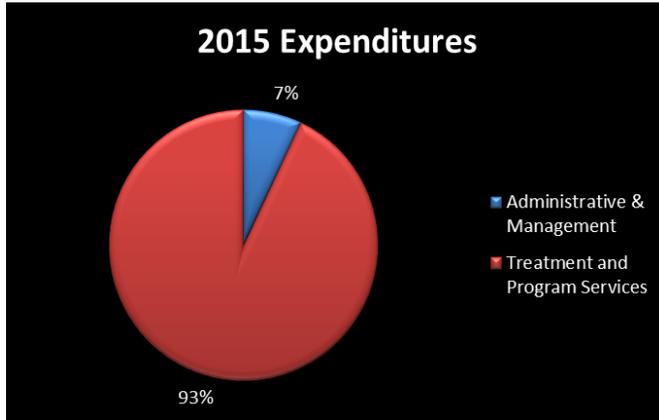
Adult Life Skills is a direct service in which the identified parent is assisted to develop basic home management skills and social/emotional support networks through hands-on implementation and role modeling. This service provides for the acquisition of skills needed to meet adult role expectations and carry out activities of daily living. Adult Life Skills are intended to improve the capacity for solving problems and resolving conflicts.

Supervision is “eyes on” oversight required to provide structure and ensure performance of developmentally appropriate activities necessary to carry out Activities of Daily Living and to ensure safety for the identified client, family and/or community. The identified child or family requiring supervision must be within the defined boundary in which the provider can intervene immediately if needed to ensure safety, permanency and well-being.

Intervention Travel Time is used to reimburse providers when the time spent to travel to the recipient’s home exceeds one hour each way.

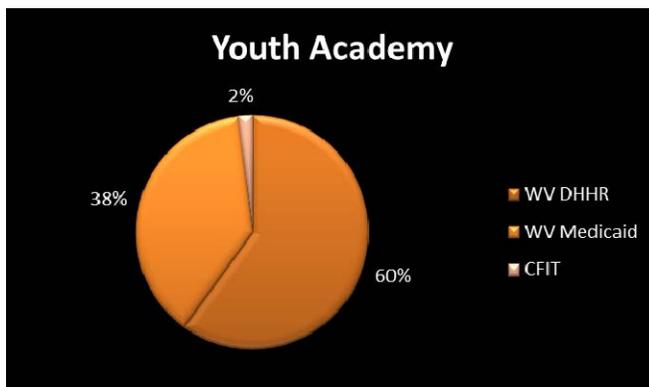
Revenue & Expenditures

2015 Expenditures	% of Expense
Administrative & Management	7%
Treatment & Program Services	93%



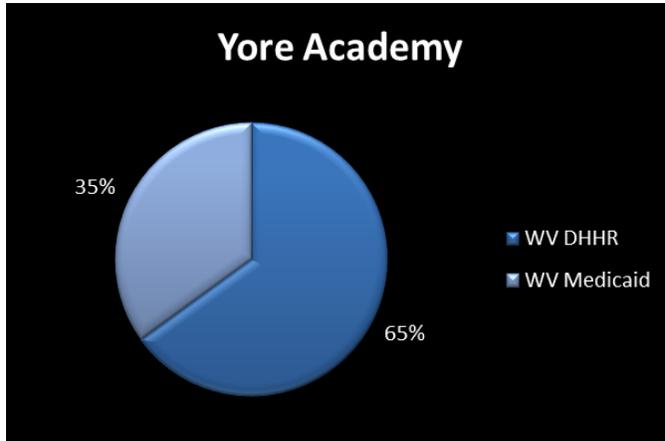
YOUTH ACADEMY

Sources of Revenue	% of Revenue	Dollar Amount
WVDHHR	60%	\$1,185,573.00
WV Medicaid	38%	\$756,840.00
CFIT	2%	\$41,284.00
Total:		\$1,983,697.00



YORE ACADEMY

<u>Sources of Revenue</u>	<u>% of Revenue</u>	<u>Dollar Amount</u>
WVDHHR	65%	\$1,633,438.00
WV Medicaid	35%	\$876,107.00
Total:		\$2,509,545.00



YALE ACADEMY

<u>Sources of Revenue</u>	<u>% of Revenue</u>	<u>Dollar Amount</u>
WVDHHR	64%	\$929,323.00
WV Medicaid	36%	\$514,029.00
Total:		\$1,443,352.00

