

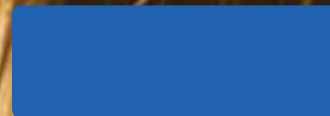


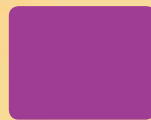
Cal Farley's

Boys Ranch® • Girlstown, U.S.A.®  
& Family Resource Centers

2009/2010 ANNUAL REPORT

# FACES OF CHANGE





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## LETTER FROM THE PRESIDENT



Dan Adams  
President and CEO  
Cal Farley's

**MISSION:** Cal Farley's provides professional programs and services in a Christ-centered atmosphere to strengthen families and support the overall development of children.

**VISION:** Cal Farley's will be a leader in the residential childcare field while maintaining long-term commitments to children and families through the delivery of an array of quality residential, educational and community-based services in a fiscally responsible manner and in accordance with the Cal Farley's Model of Leadership and Service®.

Around here we like to use “Farleyisms” – quotes espoused by the founder of this great organization, Cal Farley himself. Given our experiences over the past year, one of his more relevant quotes is,

“It's not who you are or where you've been,  
but where you're going that counts.”

I am particularly fond of this quote because it embodies the progressiveness of Mr. Farley. He was an innovator, he never stood still, and he reminded everyone involved in his great endeavor that as an organization and as people working with at-risk children, we must always keep an eye toward the future – the future of the youth we care for and the future of our organization.

Change is an important part of life. I've often wondered why people are so resistant to it. For me, change represents an opportunity to adjust to current conditions and better prepare for the future. For Cal Farley's, change means challenging the status quo without compromising our values.

The basic needs of children: safety, belonging and opportunity to achieve transcend time, as do our mission and our values. But children who need our help are growing up in an ever turbulent world ... the issues they face at home and in school today could boggle the mind. Our approaches to the business of taking care of children must evolve and adapt to this ever-changing world. And as we continue to keep our programs up to date, we must be ever mindful of the “faces” impacted by our work. As we implement change, we must think about the commitment we make to the children and families we serve. There is a “face” impacted by every change. For us, the “Faces of Change” are the youth who come to us broken and in need of hope. We must ensure that those youth leave our care strong and able to be productive adults.

Change has penetrated all aspects of our lives in the past few years. Most notably are the changes that American families and businesses are facing in light of unstable economic conditions. Cal Farley's is not exempt from such worries and is not untouched by the current times. We are, however, well positioned to stand through change and to stand through the various tests of time.

Some 72 years ago, Mr. Farley made commitments to nine young boys and their families to provide for them, not just for the days and months that lay ahead, but for the years that they would need help in order to complete their education and become beneficial members of their communities. Mr. Farley, and so many who supported him, understood not only that the present needs of the boys must be met, but also the needs of those boys' futures should be considered as well. So in 1961, Mr. Farley created the Cal Farley's Boys

Ranch Foundation. It was to be an organization that would manage and invest special gifts made to sustain our programs for youth. Mr. Farley's vision may sound simple, but his wisdom has proven invaluable: Faithful contributors to our organization would provide for the daily, monthly and annual needs of our youth, but the Cal Farley's Boys Ranch Foundation would provide the long-term stability needed in order to meet the commitments we would make for the futures of our children.

Today, generous friends of our organization provide for about one-half of our annual operating expenses, and the Cal Farley's Boys Ranch Foundation continues to provide for the remaining portion of our annual budget. Some 9,000 young men and women have called Cal Farley's their home over the last 72 years. We are working to ensure that we continue to serve youth far into the future. We can still take a five-year-old, graduate him or her from high school and even from college, and then provide guidance into productive adulthood.

But we are not untouched by the current times. The economic conditions have affected all organizations, and Cal Farley's is no different in that regard. I am pleased to tell you, though, that Cal Farley's is unique in that our structure provides us the ability to adapt to change while focusing on those faces we impact daily. We've never relied on unpredictable state funding to provide for our youth. Nor have we sought a fee for our services from the families we serve – many of whom could not afford those fees, particularly in light of our current economic times.

In the last year, we have taken a close look at our operations just as many businesses, charities and families across our nation have. Like many, we have found ways to tighten our belts and run more efficient programs. We have made some hard decisions that involved eliminating some 30 positions within our organization. While I admit there is sadness in such decisions, I can also assure you that our focus remains on the children in our care. We continue to position our resources to serve those children with the most effective programs to meet their needs.

As I noted earlier, issues faced by families and at-risk youth have become more complex over the years. For some time now, our Girlstown campus served as a specialized program for girls. This second campus in our residential program allowed us to create a unique environment to work with these girls. But as the basic needs of youth evolved, so had the programs at our Boys Ranch campus. What we learned when we took a close look at our operations was that we could more efficiently and effectively meet the general residential needs of all our clients at Boys Ranch. So in May 2010, nine young women graduated from our Girlstown program with their high school diplomas in hand, and we transitioned the remaining residents into our residential program at Boys Ranch.

Our plan to respond to current economic challenges, while also responding to demand for our programs, began to unfold this past year. The program at Girlstown currently has a different place on the continuum of care within our system. We are operating a Transitional Living Program – a much needed, limited time intervention for 16- to 19-year-old girls at risk of dropping out of high school.

Our long-term care for boys and girls continues at Boys Ranch. As I mentioned, this transition was not without impact to our staffing model, however, I am confident that we are positioned to deliver programs in an efficient, yet effective manner. Over time we will be able to serve even more youth in our programs because of these changes. In fact, we are serving more youth today in our residential programs than we were a year ago.

As we face change, we grapple with some compelling questions asked best by author Jim Collins in his 2005 monograph, *Good To Great for the Social Sector*. The three questions are paraphrased as follows:

*What are you best in the world at, and how do you know? What are you passionate about, and how do you inspire that passion in others? What are your resource engines, and how do you sustain them over time?*

We are passionate about taking care of children, but also about the responsibility of building our “resource engines” so that in the future Cal Farley's will become a truly national presence in the realm of youth programs. Our goal is simply to be able to strengthen more families and children than ever before while we hold true to our values.

The implication of the vast amount of time it takes to run our programs is that we must maintain relevance in our field, serve children in the best way we know how and position our programs and financial resources to be here for years to come. We cannot do that by standing still. That is why the theme of this year's annual report, “Faces of Change,” is so appropriate.

I trust this report will be enlightening and enjoyable for you.



Dan Adams  
President and CEO  
Cal Farley's

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# FACES OF CHANGE

There are many faces of Cal Farley's. There is the uncertain youngster dealing with his first few days at Boys Ranch. There is the caring teacher in our recently redirected ninth grade center. The faces of the research team who are striving to unlock what makes up the actions we call behavior from a neurological level. There are the faces of girls, becoming young women and dealing with the pressures and changes of adolescence at Girlstown.

These are some of the many faces you will meet in this annual report, along with our alumni who still return to Boys Ranch decades later to help our youth understand the blessings the community they have joined can bestow upon them. These faces are among our greatest assets – 72 years of kids now grown to adulthood and a continuing positive force in their own families and communities.

Then there are the faces of the outreach programs, the men and women in our Family Resource Centers who work to reach at-risk families and help them before a child is in a situation where he or she is better suited away from their family. Our Speakers Bureau shows another face of Cal Farley's, regularly carrying the ideas, methods and mission of our programs into a world that is all too ready to write-off a child entwined in a difficult family circumstance.

These faces are our future and are supported by a family of tens of thousands of donors – from simple gifts of a few dollars to estates and corporate support – all working together to bring change to at-risk children. Those faces of change make everything possible and support one great ideal: help for a child.

“A true Christ-centered atmosphere is not so much what we do to the kids – it's about what we all are becoming together for the kids.”

– Mike Wilhelm, senior chaplain, Boys Ranch



# FUNDAMENTALS OF CHANGE

Hurt Kids Need Healing Space



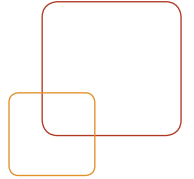
“As hurt kids develop relationships with people who are exceedingly kind, wise, patient, self-sacrificing and forgiving, their distorted pictures of God, themselves and others are slowly replaced with new possibilities. In this way workers at Cal Farley’s bring God’s healing presence to hurting kids.”

— Mike Wilhelm, senior chaplain, Boys Ranch





Where does change begin? The heart? The soul? The brain? How does one measure and determine if change is possible or even occurring? These questions have perplexed mankind since the earliest times and while the staff at Cal Farley's has been dealing with behaviors in youth since the 1930s, we have spent a great deal of that time trying to understand the essentials of changing a child's behavior.



## THE MODEL OF LEADERSHIP AND SERVICE®

We developed our Model of Leadership and Service® to meet the needs of the kids that families bring to us. The Model is a list of human needs that, when fulfilled, allow a person to reach his or her potential. We have practical evidence that fulfilling these needs provides the environment necessary for a child to transition from a frightened, unsure person to a confident, caring individual. The Model is not just for our youth; it also guides the leadership of Cal Farley's and all staff members as we interact with the people around us.



### Cal Farley's, a place where . . .

- children and adults are protected from intentional hurt or humiliation
- relationships with children, families and stakeholders are strengthened
- children and adults learn, do and share
- children and adults transform challenges into opportunities for growth
- children and adults grow in wisdom, insight and dignity
- daily life is filled with moments of passion and significance

- SAFETY
- BELONGING
- ACHIEVEMENT
- POWER
- PURPOSE
- ADVENTURE





## BRAIN MAPPING – TREATING THE PROBLEM BEHIND THE BEHAVIOR

The brain allows us to think, move, feel, see, hear, taste and smell. It controls our body, receives and analyzes information and stores our memories. But what if those memories, particularly during the formative years, involved a neglectful or harmful environment? What if our developing brain was stimulated by abuse instead of acceptance, threat instead of tenderness and neglect instead of nurturing? Simply and logically, the brain would determine that the world was not safe and that relationships were a source of trauma and danger rather than healing and care.

Ten years ago, residential child care professionals focused on “retraining” a troubled or difficult child from a strictly behavioral point of view. Today, Cal Farley’s caregivers have a better understanding of the core reasons for specific behavior, realizing that all behavior – good and bad – has purpose and meaning. And from that information, we can design and incorporate techniques that methodically address not just the behavior but the root cause behind the behavior.

Early experiences create a child’s internal perspective of his or her surroundings and constitute a kind of secret belief system. That “private logic” may have served them well in past environments, protecting them from emotional and physical threats, but in society at large, that survival behavior limits their abilities to manage their emotions and to build trusting relationships with others.

So it’s the job of the Cal Farley’s staff to provide a nurturing and safe environment, to discover the “private logic” of troubled children and to retrain their brains through a series of sequential and meaningful interventions.

For example, ideally, an infant’s first experiences with a caring provider are ones that include rhythm – rocking, lullabies, a mother’s heartbeat. By incorporating similar yet age-appropriate calming experiences – like brushing a horse, swimming, dancing or listening to music – staffers patiently begin to reach and reorganize the most primitive parts of a child’s brain.

## Functional Brain Map Key

Colors indicate the level of criticality for each of the brain’s functions, items such as speech, sleep or emotions.

12	Developmental: Developed
11	Functional: Typical Range
10	
9	Developmental: Episodic/Emerging
8	Functional: Mild Complications
7	
6	Developmental: Precursor Capacity
5	Functional: Moderate Dysfunction
4	
3	Developmental: Undeveloped
2	Functional: Dysfunction
1	

## Healthy Brain Map of a 10 Year Old

A child who developed normally would have a brain map that looks like this:

7	7	7	7	7	7
9	10	8	7	7	8
8	9	10	10	8	10
	10	9	9	10	
	9	11	10	8	
		12	10		
		12	12		
		11	12		

## Developmentally Delayed Brain Map

4	6	6	6	6	3
8	8	9	4	3	6
3	3	1	5	8	8
	9	8	4	8	
	8	10	8	8	
		11	8		
		11	11		
		10	11		

## Using Brain Maps to Target Treatment

Cal Farley's has adopted the revolutionary work of Dr. Bruce Perry, world-renowned child psychiatrist and expert in the effects of trauma on brain development, known as the Neurosequential Model of Therapeutics® (NMT). NMT is based on the premise that the brain develops in a precise sequence, and if that sequence is disrupted by external events, such as neglect or abuse, parts of the brain are "trapped" and do not develop properly.

An essential component of Dr. Perry's model is the assessment of each child's unique brain functioning. Information, such as a child's history, exposure to traumatic events and other factors known to have a significant effect on brain development, is gathered using the NMT Clinical Practice Tools. The result is a "brain map" that helps caregivers target problem areas and identify appropriate therapeutic interventions.

## One of 10 in the World

Cal Farley's Boys Ranch is in the process of becoming site certified in the Neurosequential Model of Therapeutics. There are seven other childcare organizations in the U.S. and two in Australia that are certified. Upon completion, we will be the first and only child service organization in Texas certified in this revolutionary method of treatment.

## Raising Healthy and Happy Kids

One of Cal Farley's greatest strengths is its depth and breadth of services. Our services range from providing a safe, predictable environment to creating a "therapeutic web" throughout the Cal Farley's community. A large part of learning – or re-learning – about healthy relationships is observing and experiencing them. Most often, a child's introduction to this new world of relationships starts with one trusted, caring adult, and with confidence, is extended to include a peer and then another and another.

Everything we do is based on our Model of Leadership and Service®. Our program incorporates the universal needs of safety, belonging, achievement, power, purpose and adventure. We believe that only when these basic needs are met, can an individual reach his or her full potential.

At Cal Farley's we are committed to being the best possible stewards of our funding and helping the children in our care reach their fullest potential by integrating traditional, time-tested counseling and loving support with advanced practices based on current research. The result is a community where young residents can feel safe, experience a sense of belonging and discover the life-long healing power of achievement and purpose – from the heart and the brain.



## Therapeutic Activities that Change Behavior

- Ropes Course: Teamwork
- Pet Therapy: Self Control and Empathy
- Games: Respecting Others
- Music: Regulates Neural and Biological Rhythms
- Crafts: Expressive Outlet
- Exercising: Healthy Emotional Outlet





# THE POWER OF CHANGE

Often it is difficult – if not impossible – to fit a living, breathing individual into a concept. Following is an attempt to show how one boy's stay with us mirrors the key concepts in the Cal Farley's Model of Leadership and Service®.

## Safety

LaQuan recalls being a young boy home alone one evening when suddenly gunfire exploded on his street. He looked outside and saw a neighbor kid shot and bleeding. The other boy kept screaming for someone to help him, but LaQuan didn't know what to do. "The next day I found out that he died," he recalled. "I felt terrible."

LaQuan came to Boys Ranch soon after. He had lived with his mother and grandmother in Dallas. His transition was anything but easy, but that was nothing new, as his size had always made his everyday experiences more challenging. It was imperative that LaQuan be in a non-threatening, safe environment.

## Belonging

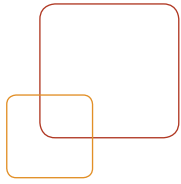
Over these many years, LaQuan has grown from a boy to a young man; though his body had long already been the latter. "Fitting in" was no small task when each day LaQuan's seat in a classroom was at a desk across the room from his peers because their seats were far too small to fit his large frame.

For a while, LaQuan needed instruction on gentleness and how to handle being teased – whether real or simply perceived – as his guard was always up. His peers today voice a favorable view, and that's probably because LaQuan does not stand too tall to offer a high five to his underclassmen in the hallways. He's not too tough to feel the stings of adolescence, and he's not too strong to show kindness and gentleness.

## Power

Power mostly is perceived as an outward presence, but true power can only cultivate from within. LaQuan is a testament to absolute power.

LaQuan stands at 6 feet and 8 inches tall. He weighs 370 pounds. He wears a size 21 athletic shoe. He can bench press 435 pounds. But his size and strength are not from where his power comes.



From tough city streets to a small town located on a scenic ranch, LaQuan's journey has ventured through great change while fulfilling his need for safety, belonging, achievement, power, purpose and adventure. A football scholarship and an education leading to a career as a youth minister await.

LaQuan plays offensive lineman in football. He also often plays kicker, running back and defensive lineman. He also dominates on a basketball court, and reaches amazing limits in track and field. But his athleticism is not from where his power comes.

Today, LaQuan would never use his outward appearance to his advantage. That is not what he was taught about power. What he was taught about power is that it comes from within, and from above. "People think that big guys are the meanest and in some cases that may be true, but when they see how humble and self-controlling you are, they change their view about you," he explained.

LaQuan holds the power to guide his days, his heart and his reactions. He also knows where to turn when he needs help. The Bible verses he has written on his shoes tell of far more power than his stature and foot size. "They help me to remember that when players from the other team are taunting me, that I don't have to react. I can look down and be reminded that God's with me and He's got this."

LaQuan's tattered, note-laden Bible is a familiar sight to Boys Ranch Senior Chaplain, Mike Wilhelm. "Through teenage struggles and headline-making success, I have noticed that LaQuan's true power is God. He has a genuine, palpable faith in Jesus Christ," Wilhelm said.

### Purpose

"My purpose is in the church," LaQuan states with solid conviction. "I feel called to make others happy." His big heart is a remarkable match for his stature and his smile is one of the most gentle you'll see. He recalls vividly his time of transition from his family to Boys Ranch and always is willing to help the young boys and girls landing where he first began. "In time it gets better," he explains. "Don't leave because there is a reason why you are here, and it is to be in a better place. Maybe God just has His purpose for us."

### Achievement

LaQuan has experienced countless physical achievements. His coaches explain that once he understood where and how to channel his abilities, he simply took off. He's a gold medalist in track and field, an MVP in basketball, and he's been recruited to play football for Baylor University. LaQuan is equally driven to strive for his dream career – to become a youth minister.

### Adventure

Every day is an adventure for LaQuan. His near-celebrity status in the area has brought to him countless opportunities that have included traveling, media interviews, awards banquets and more. LaQuan works hard to remain humble through it all and centers himself with just one focus: "In all I do, I always keep God No. 1."



LaQuan's favorite verse: "I have fought the good fight, I have finished the race, I have kept the faith." – 2 Timothy 4:7



# CHANGE FOR THE BETTER

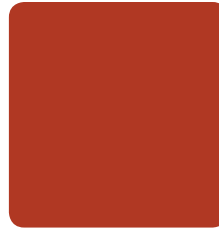
## Cal Farley's Girlstown, U.S.A. Offers Unique Model

The Cal Farley's Girlstown, U.S.A. Transitional Living Program (TLP) serves girls who are at risk of not completing their high school education. The Girlstown population is comprised of 16- to 19-year-old girls who need to complete their high school education, gain independent living skills and obtain employment or enrollment in a vocational program, college program or the military in a relatively short period of time. Average length of stay in the program ranges from 1 to 1½ years; however, actual length of stay will be based on individual needs. Candidates for the program must agree to work toward completion of program goals as well as individual plans of service goals. Upon successful completion of the program, residents will have attained the following:

- High School Diploma
- Driver's License
- Socially Responsible
- Self-Sufficient
- Substance Free
- Gainful Employment and /or Vocational Program Enrollment, College Program Enrollment, Military Enrollment
- Financially Responsible
- Safe living place secured prior to departure from the program
- Minimum departure savings of \$1,000

This program is a natural extension of the successful work we do to prepare at-risk youth for a smooth transition to productive adulthood. We will continue to evaluate the outcomes from this focused program at Girlstown during this fiscal year before rolling out an expanded program for preparing young women for success.

“We tell our youth the things that matter most are belief in God, hard work, completing your education, taking care of your family and service to others. Accomplish those, and everything else seems to fall into place.” – Dan Adams, president and CEO





## ERICKA'S JOURNEY

“The staff at Girlstown gave me the freedom to make good choices.” – Ericka

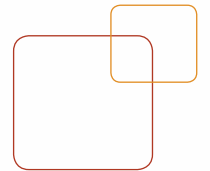
Ericka came to us as a high school drop-out, and at age 17, she had already hit rock bottom. Ericka's parents were divorced, and they both struggled not to leave Ericka unsupervised, but often this could not be avoided. They loved her dearly, but that love alone could do nothing to stop Ericka's rapid decline. She was failing in school, experimenting with drugs and drinking alcohol, and she was dating a man quite a bit older than she. After a frightening drug overdose, a feeble attempt at rehab and threatened jail time, Ericka and her family were running out of options.

Her father, Bryan, then reached out to Cal Farley's for help and soon Ericka became a resident of Cal Farley's Girlstown, U.S.A. Transitional Living Program (TLP). The Girlstown staff is very flexible in how they approach each girl's plan of service. In addition, the Boys Ranch alternative school has extended its credit recovery classes to the Girlstown campus. These aspects combined to be the successful mix that Ericka needed.

Her story is one of perseverance and success. Ericka matured while in the Girlstown TLP, but her greatest accomplishment, and the greatest change she has made for herself, is due to all the hard work she put in to graduate from high school in May 2010.

“Rules don't transform hurt kids . . . creating a lasting understanding of what's right invokes a change in behavior through belief and love.”

– Mike Wilhelm, senior chaplain, Boys Ranch





# A CHANGE IN SPIRIT

## The Transformative Power of Helping Others

The Cal Farley's Christ-centered approach is intertwined in all we do in caring for children and families. We teach children the importance of living with a Christ-like, giving heart.

Jennifer Hipp, director of Christian education at Boys Ranch, says perhaps the greatest blessing that comes through our student outreach activities is the impact it has on the students' personal spiritual lives. As youth are given the opportunity to serve, they find themselves nearer to the heart of what Christ asks of His followers.

"They begin to see the teachings of Christ to love and serve as key elements to living the Christian life," Hipp said, adding that giving creates gratitude for what has been given, and makes Christ's sacrifice for us a greater reality.

At Cal Farley's Boys Ranch, children are given many opportunities to give back.

- A group of middle school girls meet twice a month to do service projects together. They make cards for sick or discouraged Cal Farley's personnel and residents, distribute cookies to house parents, work in the clothing room at a city homeless shelter and help with dog washing and walking at a nearby animal shelter.
- Youth participate in chapel-related activities. Ten high school students lead Sunday school classes for younger boys and girls each Sunday. Others facilitate the "Power House" Bible club for elementary kids on Wednesday afternoons, and offer crafts, songs, games and a Bible lesson.



“A number of the kids we serve at Cal Farley’s come from backgrounds not unlike those of the folks we minister to in inner city areas, and this allows the kids to empathize easily with those people, making them very effective servants to those people in need.”

– Jennifer Hipp, director of Christian education, Boys Ranch

- Elementary through high school students participate in mission trips to nearby shelters and soup kitchens eight to 10 times a year, setting up tables, serving dinner to homeless adults and families and cleaning up afterward. This event is one of the kids’ favorites, and they always want to go back after serving those who are truly in need.

- A team of 25 students spent a week in July helping an outreach project by packing and delivering lunches to low income children in the area. The students also worked with inner city kids in a daily Vacation Bible School program.

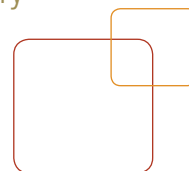
- Every summer, our youth also participate in a week-long camp for children with cancer, clean up rural highways and help neighbors with yard work. The Cal Farley’s Boys Ranch Rodeo bullfighters visit a local hospital each year to deliver stuffed toys to the children in the pediatric unit.

- Last summer, nine middle school girls traveled to inner city Houston to work with a local ministry. Their work included handing out water bottles on the streets, taking groceries to elderly shut-in citizens, attending a service at a home for mentally challenged adults, sorting food at the food pantry and visiting residents at a center for the disabled. The girls learned and grew from this intense time of serving.

“Students who have received so much in coming to Boys Ranch – including shelter, food, clothing, as well as new experiences and skills – are given a chance to put that gratitude into action by giving of their time and talent to others in need,” Hipp said.

“Participation in service trips also opens students’ eyes to possibilities they will have in the future for making a positive impact in their communities,” Hipp added. “Many of these students have never had the opportunity to reach out beyond themselves to minister to others, and that realization empowers them to think that perhaps they could do more to impact the lives of others; not just allowing things to happen to them, but taking responsibility to make things happen for others.

“We are blessed to have the means to provide these experiences for our kids, and every time I have a student ask me, ‘Please, please let me come with you on the next trip to feed the homeless!’ ... I know that God is using these efforts to grow up servants for the future.”



# ROAD MAPS FOR CHANGE

Life is complex. The journey from teenager to young adulthood is perhaps one of the most transforming times in human life. As such, it would be a great disservice to not arm our graduates with as many tools as possible to ensure their personal journey is successful.

Don Hipp, director of transitional living, knows this as well as anyone. In fact, he can relate quite well to the youth of Cal Farley's. He once walked the same path. Hipp is now back at Boys Ranch and his "top priority" is the Boys Ranch High School senior graduating class.

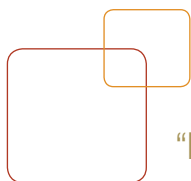
## Personalized Individual Living Plans

"Goal No. 1 is to create an Individual Living Plan with each student," he explained of the Boys Ranch transitional living program. "This is akin to a financial plan, but much more formal." Hipp works with each senior and helps them to develop a life plan for themselves. This plan includes living arrangements, financial considerations, educational goals; everything they need to take into consideration in order to survive on their own following graduation.

"We work to figure out what their purpose in life will be – what will offer them fulfillment in life," Don said. We discuss what may be their 'calling' and what vocation would be most appropriate and attainable for them. Then, we try to see if there is overlap between the two."



(Below) Don Hipp takes a call in his office. Hipp, a Boys Ranch alumnus, drives the change he wanted to see.



"It has helped me to learn how to manage my money better, get ready for college and become a better man." – Geraldo Padilla, BRHS senior



## Smoothing Transitions in a Young Life

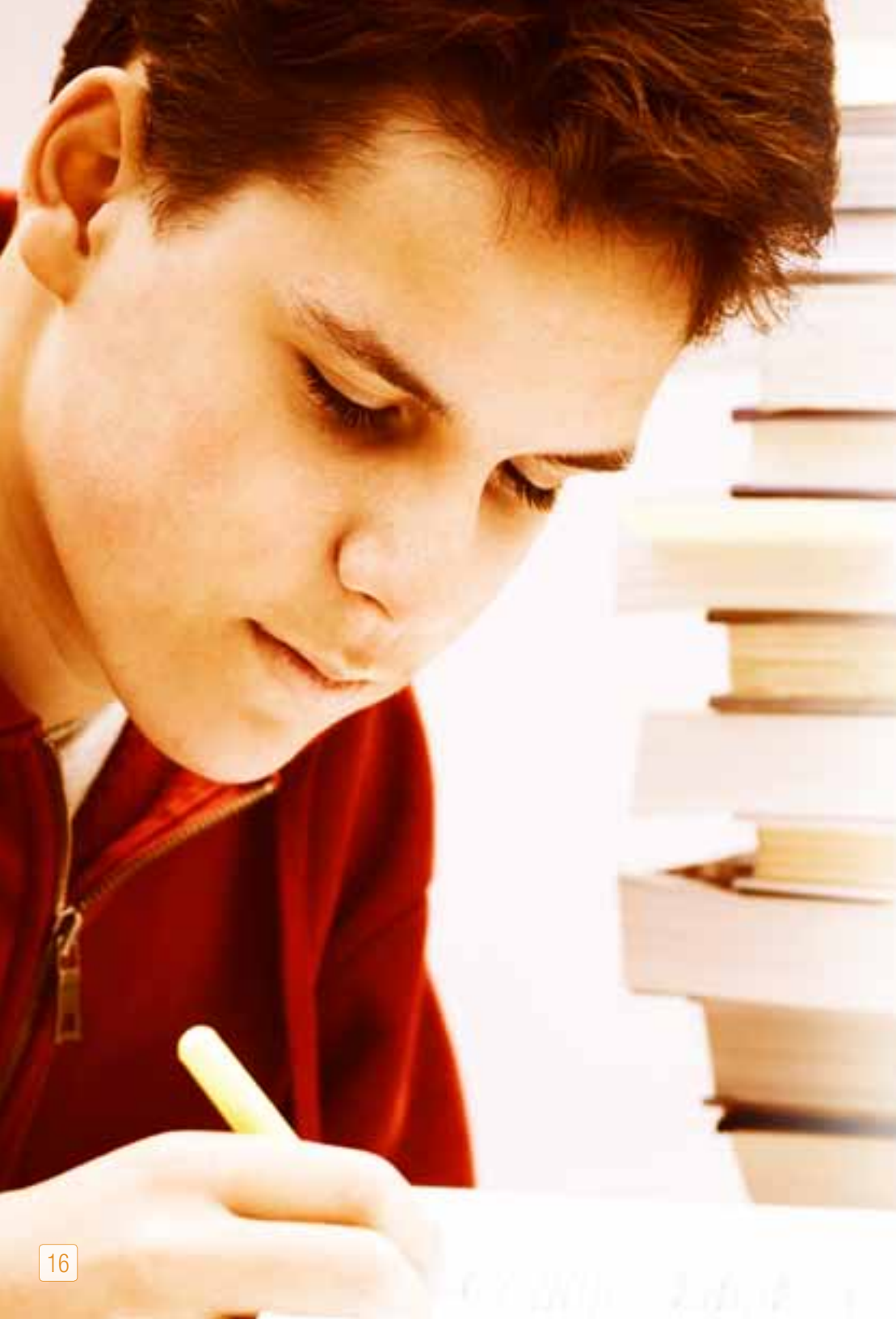
Hipp offers the seniors a number of enrichment classes. Twice each week he hosts a Lunch and Learn where students can visit during their lunch break and enjoy a hamburger while learning about the real-life challenges they soon will face. He hosts tutoring sessions for those who need to take their college admissions testing, and he hosts Boys Ranch alumni speeches in hopes that the upcoming grads can learn from others' challenges and successes.

Hipp regularly chauffeurs the youth to driving tests, military trainings, college visits and scholarship committee interviews. He teaches them how to use coupons, and he uses the Dave Ramsey Financial Peace University program to help them with financial pressures.

Hipp works steadily throughout the year with colleges and universities to help the youth with the application process and financial aid requirements. He helps Boys Ranch athletes with the recruiting process, and he has spent hundreds of hours living and breathing ACTs and SATs. He has even helped a select few of his students apply to the most prestigious military academy in the United States – West Point.

“I enjoy the opportunity to help them put their plans together, to get them going down a certain road and to help fulfill their dreams,” Hipp said. “Like I tell them, ‘I’m committed to your success.’ To see them leave and be successful is the thing that gives me the most joy because that’s my goal. Having been an alum myself, when I was out here, they didn’t do a lot to prepare us to leave back then. So just knowing that I have prepared them and done all I could, that is the biggest thing for me. I want them to feel they were helped ... every step of the way.”





## FOCUSING ON FRESHMEN – 9TH GRADE ACADEMY CHANGES SHOW MAJOR IMPROVEMENTS

Boys Ranch High School embraces its newcomers. In fact, the school has dedicated an entire, updated wing to the freshman class and created a “9th Grade Academy.”

“Ninth grade is a difficult transition,” explained Derek Davis, Boys Ranch High School principal. “They receive more freedoms in the high school setting, things are different socially, and the rigor of the coursework changes. They struggle, and without good structure, the transition often isn’t one of success.”

Thus the need was identified for a more structured, age-specific environment. “The 9th Grade Academy is an organizational structure put in place as a pre-condition to improve the influences closest to the student, such as the teacher’s instructional practices and classroom management, the curriculum, the peer group and teacher-student interactions,” said Vita Sotelo, Boys Ranch Independent School District’s superintendent.

“The 9th Grade Academy in itself would not automatically lead to better learning outcomes for students, but sets the framework and structure so that targeted operational changes can occur. The 9th Grade Academy provides specialized attention during this transitional year from middle school, and in many cases for students who are new to the district, by helping underprepared students catch up academically, offering a more personalized learning environment, and giving teachers the opportunity to collaborate.”

“Our donors are making such a positive investment in our students’ academic success.”

– Derek Davis, principal, Boys Ranch High School



This is not the first experience that Principal Davis has had with creating such a synchronized and focused environment for students, but this year, his work has made huge inroads with the BRHS teenagers. In fact, of the 70 freshman students enrolled this year, he asserts that “there is not a single kid in jeopardy of failing this year.”

Historically, the ninth grade year is one of the more challenging school years for the students who live at Boys Ranch – both academically and emotionally – but this program is making a measurable difference while creating efficiencies. One such accomplishment is the fact that this first year program already has made the six weeks credit recovery program obsolete for the current school year because every freshman is passing all of their courses.

Davis said the main successful ingredient is the team of teachers working with the students each day. “The teachers are wonderful,” he said. “They work so well together. They are truly the vehicle that drives the success of this program.”

The teachers participate in a team meeting each day where they discuss their shared students and the current curriculum. They discuss any challenges they may be experiencing with the students, and they share their successes. “It offers a platform for a support group. This is a challenging population of kids and this enables them to share the responsibilities. No one is an island.”

“I have absolutely no doubt that 100 percent of our ninth graders will promote to tenth grade and have a more successful transition through high school because of the foundation that’s been laid in the ninth grade,” Davis said. He added that the academy setting better enables staff to control the learning environment . . . “until the students are emotionally ready and more mature. Then, they will have a better chance at being successful.”

The number of disciplinary actions also has dramatically decreased. In fact, the number of disciplinary episodes has been sliced in half, even with more students enrolled than last year.



Part of the success of this new 9th Grade Academy is the environment in which it is set. Boys Ranch High School was built in 1954, and the ninth grade wing reflected the wear of several decades. As such, it was time for an upgrade. Though budgets would not allow for demolition and reconstruction, many cost-efficient upgrades have offered a nice facelift to the area.

Some of the changes made included replacing old ceiling tiles and improving the lighting in the hallway; resurfacing existing classroom doors; removing old lockers and chalk boards and installing new sheetrock complete with texture and new paint. New flooring and a glass storefront doorway helped to modernize the look of the wing, and the science lab received updated plumbing and cabinetry.





## FAMILY RESOURCE CENTERS WORK TO STRENGTHEN FAMILIES, COMMUNITIES

The Cal Farley's mission is fulfilled in many ways. For decades our focus was solely on helping children. Though helping children is critical, a piece of the puzzle was missing. It is always our intention to reunite a child with his or her family whenever possible, yet only if it is in the best interest of the child. We were doing a great job raising kids, but we also needed to help whole families reach the root causes of their problems.

To expand our reach and help entire families, we created the Cal Farley's Family Resource Center model. These Family Resource Centers (FRCs) work with families in their communities. The FRCs provide casework services to families awaiting a child's placement, families with a child in placement and those moving toward reunification. The FRCs also help families who, for whatever reason, do not qualify for placement at one of our campuses but could still benefit from our services.

Staff members at each of our five FRCs carry out many tasks over the course of the year. School supplies are given to the families when the school year begins. During the summer, the children and youth are invited to workshops that cover age-appropriate topics, and parents attend workshops that teach effectiveness in parenting, discipline topics and building better communication with children. In addition, families are encouraged to attend FRC-hosted family friendly events that range from baseball game outings to holiday meals.

Each FRC has found its niche within the community it serves, while still fulfilling the Cal Farley's mission of strengthening children and families. For example, the San Antonio Family Resource Center is planting deep roots throughout the San Antonio community – especially among fathers.

Vincent Duran is the director of the San Antonio FRC, and he provides a year-round outreach to fathers that includes hosting a monthly luncheon and networking meeting.

“Our Family Resource Centers offer services that augment what we do for children and families. We will help 900 to 1,000 individuals in some capacity through these programs over the course of a fiscal year.” – Dan Adams, president and CEO

Guest speakers address fatherhood topics, such as conflict resolution, healthy boundaries, positive discipline, single parenting, money management and blended families. An annual evening event offers the men an opportunity to bring their families together in fellowship.

Duran offered harrowing facts. “The statistics tell us that 68 percent of kids without an active dad display increased incidents of behavioral disorders, drug and alcohol problems and threats of suicide,” he said. “Dads matter. A school counselor recently mentioned to me that in his seven years working with children, only twice has a father sat down on the other side of his desk to discuss a challenging student. I have noticed over my years in social work, all the many moms out there that are banging down the doors to get help, but it's rare to see a father doing that.”

Richard Medina, a retired teacher, regularly attends the father's luncheons. He has two teenage sons and noted “there is always something to learn.”

“It is great fellowship, and our group comes together for the same cause. We share advice and lend an ear. One take-away for me was when Vince asked the group at one recent meeting, ‘Is what you are currently doing working, and if not, should you continue?’

“After hearing that, I had to take a step back. Vince had told us to really listen, so I started listening instead of always just putting my two cents in. It has made a real difference in my relationship with my sons.”

For a complete list of Cal Farley's Family Resource Centers and the services offered, please visit our website at [www.calfarley.org/communityservices](http://www.calfarley.org/communityservices).



## CAL FARLEY'S SPEAKERS BUREAU

Cal Farley's has a Speakers Bureau, and we are booking engagements nationwide.

The purpose of the Cal Farley's Speakers Bureau is to increase awareness of Cal Farley's and what sets us apart from other children and family organizations. Through personal appearances and professional leadership, we foster relationships, build name recognition, attract donors, and most importantly, further our mission of strengthening children and families by educating others about our best practices. Groups may schedule our speakers for civic club meetings, Sunday school classes and other church-related groups, professional conferences and parenting or teacher groups.

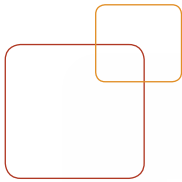
### Programs offered:

- Dan Adams, president and CEO – Presents an inspirational overview of how Cal Farley's is changing lives.
- Tom Novak, vice president donor relations – As an alumni and long-time employee, Tom offers his compelling life story and passion for the Cal Farley's organization.
- Cal Harriman, associate vice president donor relations – As Cal Farley's grandson, he shares the fascinating heritage and history of the organization.
- Jesse and Sandy Pape, 20-year veteran house parents – Offer keen insights on "Raising Children in a Christ-Centered Environment."

Speakers are also available for these topics:

The Legacy of Cal Farley, the Cal Farley's Model of Leadership and Service®, Cal Farley's Boys Ranch, Cal Farley's Girlstown, U.S.A., Cal Farley's Family Resource Centers, Cal Farley's Boys Ranch Rodeo, The Life and Times of Old Tascosa, various youth programs offered at Cal Farley's (adventure program, equine therapy, etc.), ... and much, much more.

For more information, call (800) 687-3722 or visit the Cal Farley's website at [www.calfarley.org](http://www.calfarley.org) and go to About Us, then click on Speakers Bureau.



## CAL FARLEY'S ALUMNI SUPPORT CENTER

The new Cal Farley's Alumni Support Independent Living Center opened in May 2010. This Center demonstrates Cal Farley's lifetime commitment to the youth we serve.

The concept behind the building and program is to help ease the major change between adolescence and young adulthood. The facility houses alumni, ages 18-26 years, who are in pursuit of jobs and higher education. The program offers them the opportunity to work on their life goals without having the financial stressors a lot of young people experience when first starting out in adult life, thus enabling them to transition to independence without compromising educational or vocational goals.

"It is very important to help those leaving Boys Ranch and Girlstown, U.S.A. who do not have adequate support from their natural family in order to prevent homelessness or dependence on government funding. It's also important for us to help them have an understanding of what they want out of life and plan a path to get there," said Belinda Palacios, senior vice president for community-based services.

The Center is a 15,000-square-foot, two-story building that houses 11 apartments, plus one for staff, a common area for meetings and training, storage and other necessities such as laundry facilities.

"One of the primary goals of the program at the Alumni Support Center is for the residents to develop a sense of altruism and to understand the importance of service to others. They participate in a community service project once a month where they volunteer their time to help other local social service organizations with a project. This 'service to others' philosophy is founded on our Model of Leadership and Service, as well as the principles of Christian discipleship," said Kim Reeves, director of alumni support services.

"It's really a delicate time when they have one foot in adolescence and one foot in adulthood. This program helps to steady that footing by allowing them an affordable and safe place to live while they attain their higher education goals." – Dan Adams, president and CEO



At Cal Farley's, we are serious about our lifetime commitment to the children we serve. As such, the Cal Farley's Alumni Support Independent Living Center is one more step in our continuum of care.

- A common area is provided for the alumni and house parents to share group meals, play games and just chat.
- Spacious living areas provide a comfortable atmosphere for roommates and their friends to relax.
- House parents will provide cooking lessons and help graduates prepare meals in the up-to-date kitchens.
- The laundry center is equipped with large capacity washers and dryers.





## 2009/2010 OUTCOMES & FINANCIALS

No other organization in the state of Texas provides the depth and breadth of services to children and families that Cal Farley's provides. In our residential programs we care for more than 400 youth per year at no cost to the families of our youth. Additional families are served through our five Family Resource Centers located throughout Texas, again at no cost to the families we serve. We seek no state or federal funding to support our work with at-risk youth and families. Our ability to serve a child and his or her family without regard to an ability to pay, without regard to income eligibility and other criteria sets us apart from other providers.

“The families we encounter are typically already in crisis when we get them. We try to eliminate the crisis, remove the intimidation from the process and serve them. Families typically face a list of things they have to do in order to qualify for services. That’s not the case when they turn to Cal Farley’s. Never once do we discuss money, do we say we need Medicaid forms, social security cards. Typically we get to say, what are your needs and how do we meet those needs?” – Kristin Ruiz, director, Amarillo FRC

## RESIDENTIAL DEMOGRAPHICS

Residential services remain the core of our programs for youth. Through our two campuses, Boys Ranch and Girlstown, U.S.A., the needs of children from elementary school through high school graduation are met through individualized plans of service and a variety of program offerings. Long-term commitments to children and families have promoted our expansion of services beyond campus boundaries to include community-based initiatives and extensive alumni services.

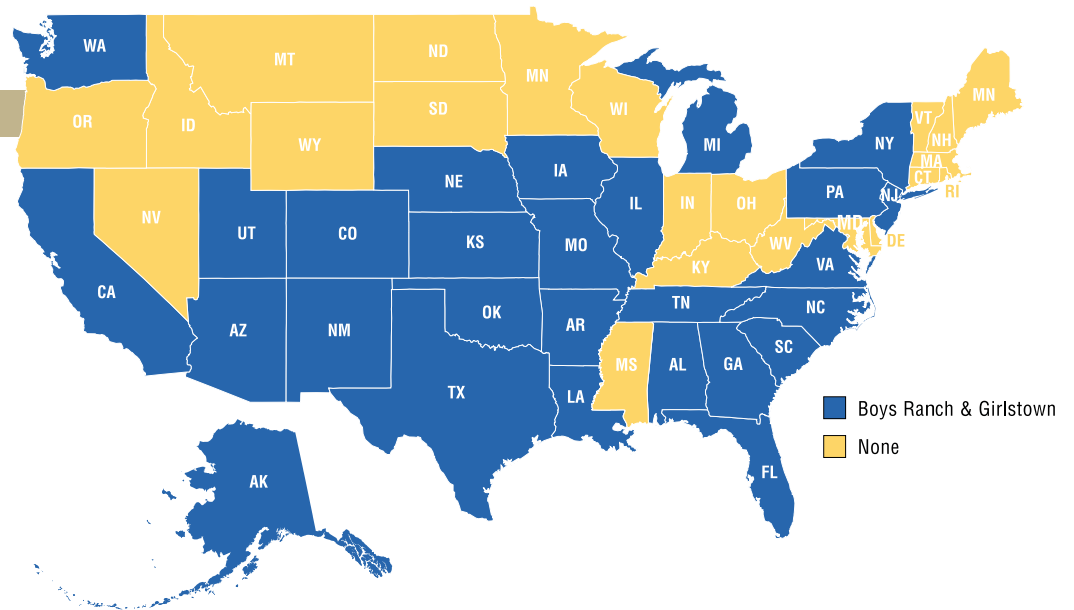
# 27

Represents the number of states from which we had children in residential care

### Gender

- 270 male
- 159 female

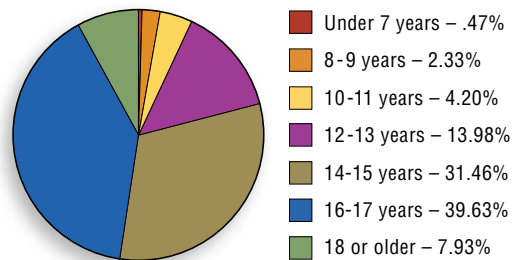
### Home States of Residents



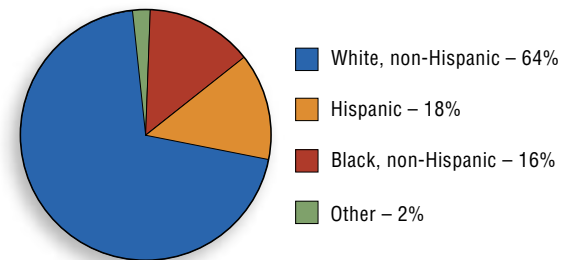
### Who Residents Lived With Prior to Placement

- Adoptive Parents - 23%
- Grandparents - 14%
- Extended Family - 14%
- Single Grandparent - 12%
- Extended Family Single - 12%
- Adoptive Single Parent - 2%
- Family Friend Single - 2%
- Other - 21%

### Age - Youth Served FY 09-10



### Ethnicity - Youth Served FY 09-10



# RESIDENTIAL OUTCOMES

Do interventions with youth in residential care create change? Can the change be measured? Our staff at Cal Farley's Boys Ranch and Cal Farley's Girlstown, U.S.A. use sophisticated tools to determine how children are responding to care and achieving the goals in their plans of service. In the end, we know one thing for certain: lives are changed for the better.

## Professional Measurement Tools

Each day our staff works to help at-risk youth and their families find a better path. While all the stories in this report are a good measure of the impact of our programs, we also measure success through two accepted behavioral rating tools.

The Behavioral and Emotional Rating Scale (BERS) is a tool designed for use in schools, mental health clinics, and child welfare agencies. BERS, which is used with children ages 5 to 19 years old, measures the personal strength of youth through assessing five subscales: **interpersonal strength, involvement with family, intrapersonal strength, school functioning and affective strength.** These five subscales yield a score which measures the strength quotient of each child according to the BERS tool. We administer the BERS tool upon placement in our programs, regularly during placement and upon exit. Through use of this tool, our staff can identify the individual and behavioral and emotional strengths of children, the areas in which individual strengths need to be developed, and the goals for individual plans of service.

**Girlstown residents' BERS entry and exit comparisons show an 11% improvement in overall strength quotient.**

In addition to the BERS, the Child and Adolescent Functional Assessment Scale (CAFAS) is also administered at similar intervals during our work with a child. CAFAS scales rate a youth's degree of impairment in the areas of school/work, home, community, behavior toward others, mood/emotions, self-harm, behavior, substance abuse and thinking problems. The tool can give a view of a child's function across various settings and can also indicate the degree of overall dysfunction for the youth. Our staff uses the CAFAS information for each new client to develop the initial plan of service. The CAFAS is repeated with each client every quarter and is an important tool in determining updates to the plan of service for each child served.

Through the BERS and the CAFAS tools, we collect a tremendous amount of data. We use that information not only to assess an individual child's progress toward a customized plan of service, but we also aggregate that data to identify trends and evaluate the effectiveness of our programs. For example, we know that the majority of youth who come to our residential programs are struggling academically and behaviorally. And often these two issues go hand in hand.

The greatest areas of concern for a child coming into our residential program are typically school functioning and anger management issues (see "Problem areas prior to placement".) When we consider the aggregate data from the BERS we see that the greatest area of improvement for those residents who left our care last year was in the subscale that assesses school functioning. And we know that the overall strength quotient for those residents rose from below average to be in the average to above average range.

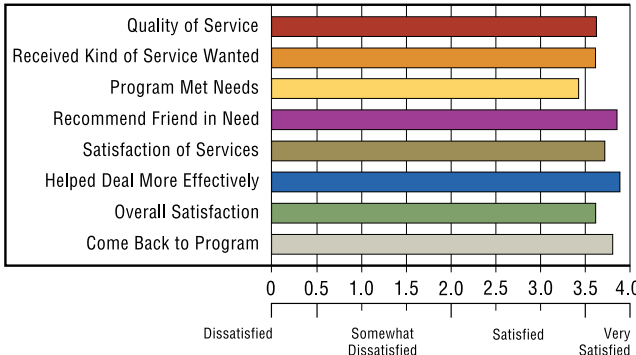
The CAFAS tool also identifies the level of Severe Emotional Disturbance (SED) for youth. When looking at the snapshot of data relative to the 149 youth who left our programs last year, 116 of them came to us with CAFAS scores to indicate a level of SED. Upon discharge 77% of those youth showed improvement in the SED score. And 85% of those youth who showed improvement no longer scored in the SED range.

### Problem areas prior to placement

- 67% problems in school
- 52% anger issues
- 26% emotional abuse
- 26% neglectful supervision
- 21% occasional or social drug use
- 20% legal problems

Through the stories shared in this report and through countless more stories, we know that youth who leave our care have been given a second chance at success. Through our BERS and CAFAS outcomes measurement tools, we know that our programs have a positive impact on our youth, particularly the areas of most concern at the time of placement: school performance and anger management.

### Parent Satisfaction FY 09-10



Often times, a sense of guilt or shame is associated with placing a child in group home settings or residential programs similar to Boys Ranch and Girlstown. However, the parent survey responses displayed in this graph reflect that, by-and-large, the families we serve feel tremendous relief and a sense of hope that is a direct result of the success their children experience in our programs.

## COMMUNITY BASED SERVICES OUTCOMES

The Family Resource Centers staff works closely with families to build on their existing strengths to stabilize the home, which in turn leads to making improvements in home structure, supervision, limits and boundaries. The relationships we build with families are critical to the work we do. Thanks to the support of our donors, we are able to use those relationships to work with families for as long as needed to break the cycle that holds them back.

**What clearly sets us apart from other organizations is that through our Family Resource Centers we have the ability to:**

- Serve children and families without regard to their socio-economic status, geographic area of residence or any attachment to other types of assistance/providers. This means children and families of Cal Farley's receive the best help available – wisdom and knowledge gained over the past 70+ years.
- Provide unlimited time frames of services. Our time frame for service is only dependent on the needs of the child and family – instead of being dictated by dollars or grant specifications. How long we spend with a child and/or family is tied to the needs at the inception of our involvement and the progress made over time. We have the discretion to make a judgment call as to the length of time we will or can serve a family and child which is based on what is best for that family and child, as well as whether or not that family is progressing through their plan of service.
- Be flexible both physically and emotionally for the family and child. Most programs only allow social workers to meet the family or children physically in the professional's office or a school setting. We can meet them in these settings or in their home, work or other appropriate places. As for the emotional needs of the family, we can meet them where they are – meaning we can provide a safe sounding board in a nonjudgmental way to gauge what level of support or feedback to give them regarding their specific issues. With the flexibility and time frames in which we operate, we are free

to create positive change according to the family's ability to accept it rather than having it be forced, which occurs with time limitations or inflexible services.

- Serve the entire family versus just the designated child. Other agencies and program models provide care only for the child and ignore the needs or issues of the family unit.
- Provide a continuum of care which runs from in-home care to residential care and back home again. This continuum of care also applies to children of all ages – we can take a young child on campus and continue to work with that family and other children in the family until the whole family is ready to be reunited. In addition, this continuum of care is a deep commitment, such that we may take a five-year-old child, raise that child, send him or her to school and then on to college after graduation. While other programs have a continuum of care approach, no other program has the depth of our commitment.
- Serve the whole child or children – along with developing a plan for the family unit. Most plans serve only one child, leaving siblings and other family members struggling.
- Provide services for families at no cost. This is our greatest difference with other models and programs. Nearly all of the families we work with have very limited resources.

## Cal Farley's operates Family Resource Centers in

- Amarillo
- Austin
- Dallas-Fort Worth
- Houston
- San Antonio

Ideally the work ends when success has become habit for the family. However, sometimes for reasons beyond our control and sometimes beyond the control of the family, our work ends. Even with that in mind, last year of the families who left the care of our FRCs, our CAFAS data tells us that 76% of them showed improvement in the areas of concern, compared to when our work began.

## ALUMNI SERVICES OUTCOMES

“If you have dreams, it is possible here.” – Cassie Cannon, 2010 graduate

# 115

Students received scholarships

### Degrees Received

#### Training/Certification

- Cosmetology
- Phlebotomy

#### Associates

- Nursing
- Computer Technology
- Social Work
- Public Relations

#### Masters

- Education/Leadership
- General History/  
Women's History

#### Bachelors

- Kinesiology/Sports Administration
- Sociology/Criminal Justice
- Business Science & Technology
- Business Administration/Energy
- Psychology
- Sport & Exercise Science
- Sociology & Psychology
- Business
- Advertising/Design Communication

#### Doctoral

- Juris Doctor

## FACING A STABLE FUTURE

In 1939, Cal Farley himself made commitments to nine young boys and their families not just for the days and months that lay ahead, but for the years that they would need help in order to complete their education and become beneficial members of their communities. Mr. Farley, and so many who supported him, understood that the needs of the boys today must be met, but the needs of those boys' futures should be considered as well.

As Cal Farley's dream of helping at-risk youth continued to spread across the country, he saw the need for his programs continuing to grow as well. In 1961, Mr. Farley created the Cal Farley's Boys Ranch Foundation. It was to be an organization that would manage and invest special gifts made to sustain our programs for youth. Mr. Farley's vision may sound simple, but his wisdom has proven invaluable: Faithful contributors to our organization would provide for the daily, monthly, annual needs of our youth, but the Cal Farley's Boys Ranch Foundation would provide the long-term stability needed in order to meet the commitments we would make for the futures of our children.

Today, faithful friends to our organization provide for about one-half of our annual operating expenses, and the Cal Farley's Boys Ranch Foundation continues to provide for the remaining portion of our annual budget. Some 9,000 young men and women have called Cal Farley's home over the last 72 years. And we are confident that our funding model will ensure that we continue to serve youth far into the future. We can still take a five-year-old, graduate him or her from high school and even from college, while guiding that young person into productive adulthood.

**The Cal Farley's Boys Ranch Foundation is a supporting entity set up to make annual contributions to Cal Farley's, the operating entity. The Spending Policy, established by the board of directors, permits the Foundation to contribute 5% of a trailing five-year average of the value of the managed funds of the Foundation. As of September 30, 2010, the value of our managed assets was \$317 million.**

### DIRECTORS

Tom Roach III – Chair	Betty Cooper	Fay Moore
Lenny Sadler – Vice-Chair	Harold Courson	Wade Porter
Rodney Ruthart – Treasurer	Joe Howell	Walter "Four" Price
Lilia Escajeda – Secretary	Bud Joyner	Jerry Raines
Dan Adams	Jane King	Alan Roberson
Tanner Alexander	Mike King	J. Avery Rush III
Tom Bivins	Debra McCartt	Shannon Stapp
Tom Blakemore	Greg Mitchell	Chris Storm

### FOUNDATION BOARD

Tom Bivins – Chair	Dan Adams	Tom Roach III
Fay Moore – Vice-Chair	Bud Joyner	Alan Roberson
Joe Howell – Secretary	Greg Mitchell	Chris Storm

### ADVISORY BOARD

W.A. "Billy" Attebury	Genie Farley Harriman	Rosemary Roach
Coney Burgess	Sherm Harriman	Lamont Waldrip
Ed Fancher	Gene Hayman	Bill Ware
Bettye Green	Virginia Maynard	

## STATEMENT OF ACTIVITIES – YEAR ENDING SEPTEMBER 30, 2010

### REVENUE AND SUPPORT (UNRESTRICTED)

Contributions	\$ 6,753,858
Bequest and Trust Income	5,883,257
Designated Gifts	5,131,973
Investment Return	2,549,569
Support from Cal Farley's Boys Ranch Foundation	21,639,004
Other	<u>508,200</u>
<b>TOTAL UNRESTRICTED REVENUE AND SUPPORT</b>	<b><u>\$ 42,465,861</u></b>

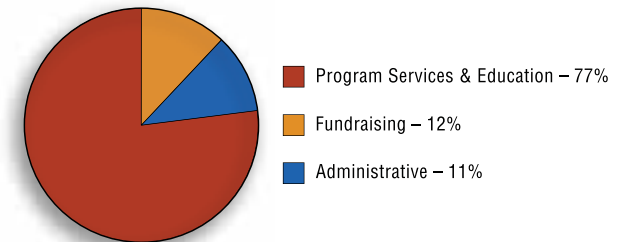
### OTHER ACTIVITIES

Temporarily Restricted Contributions	\$ 597,029
Permanently Restricted Contributions	29,380
Investment Income on Restricted Investments	1,175,544
Change in Value of Restricted Assets	4,206,437
Net Assets Released from Restrictions	<u>(5,131,973)</u>
<b>TOTAL OTHER ACTIVITIES</b>	<b><u>\$ 876,417</u></b>
<b>INCREASE IN NET ASSETS</b>	<b><u>\$ 1,352,359</u></b>

### OPERATING AND OTHER EXPENDITURES

<b>PROGRAM SERVICES:</b>	
Boys Ranch	\$ 22,439,237
Girlstown, U.S.A.	3,904,150
Community-Based Services and Residential Support	<u>3,190,963</u>
<b>TOTAL PROGRAM SERVICES</b>	<b>29,534,350</b>
Fundraising Activities	5,217,190
Administrative Costs	<u>4,738,259</u>
<b>TOTAL OPERATING EXPENSES</b>	<b>39,489,799</b>
Support to Boys Ranch Independent School District	<u>2,500,120</u>
<b>TOTAL OPERATING AND OTHER EXPENDITURES</b>	<b><u>\$ 41,989,919</u></b>

Operating and Other Expenditures



## ASSETS

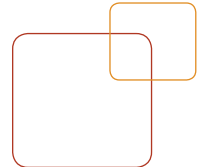
Cash, Cash Equivalents & Investments	\$ 38,772,107
Accounts Receivable, Inventories & Prepaid Assets	1,794,087
Beneficial Interest in Pertpetual Trusts	28,097,630
Unconditional Promises to Give	10,940,053
Land, Buildings & Equipment, net	24,438,010
<b>TOTAL ASSETS</b>	<b><u>\$104,041,887</u></b>

## LIABILITIES AND NET ASSETS

Accounts Payable & Accrued Expenses	\$ 3,731,981
Post-Retirement Medical Benefit Obligation	8,537,856
<b>TOTAL LIABILITIES</b>	<b><u>12,269,837</u></b>
Net Assets:	
Unrestricted	31,982,235
Temporarily Restricted	15,383,946
Permanently Restricted	44,405,869
<b>TOTAL NET ASSETS</b>	<b><u>91,772,050</u></b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b><u>\$104,041,887</u></b>

“The commitment of Cal Farley’s is deep and nonnegotiable. We take a long-term approach to our business, and to influencing the lives of children. The fact is that there is no easy fix to the challenges life throws at us. We do not look at our work as a short-term intervention or an easy win. Instead, we set children up for a lifetime use of values and integrity that is not easily attainable.”

– Dan Adams, president and CEO



All figures included in the financial portion of this annual report were obtained from the financial statements audited by Connor, McMillon, Mitchell & Shennum, PLLC, Certified Public Accountants and Consultants, Amarillo, Texas. The complete audited financial statements are available on request.



## Herbert Millard Fugett

Class of 1957

Herbert Millard Fugett was born September 30, 1939 in Nelson, Oklahoma. He graduated from Cal Farley's Boys Ranch in 1957. Following graduation, Herbert attended Victoria College and then served as a medic in the U.S. Army. He was stationed for a short time in Bindlach, Germany, where he met and married Christa Johanna Reimelt in December 1962. Herbert finished his tour of service in 1963, and he and his new wife settled in Tulsa, Oklahoma, where he began work with Lincoln Income Life Insurance Co.

Herbert excelled in the insurance business and was an agency manager for Employers Insurance. He was a top producer for his agency and received several awards, including top performer trips taking him all over the

world. He was a member of the Great Southwest Insurance Underwriters and Managers Association.

Herbert was a devout Catholic and very involved in the church. He also was a member of the Kiwanis Club, Elks Lodge and proud father of two daughters, Elizabeth and Kimberly.

Herbert was training to be a pilot and loved to fly; however, on October 20, 1978, he died in a plane crash in Mansfield, Texas, at the age of 39. Herbert was one of the charter members of the Cal Farley's Boys Ranch Alumni Association, established in 1961. He receives this honor posthumously.



## Angelo McClain

Class of 1975

Anthony "Angelo" McClain graduated from Boys Ranch High School in 1975 as class salutatorian — and has excelled ever since. He attended West Texas State University and the University of Texas at Arlington, where he earned his master's degree in social work in 1981.

Angelo was elected to Who's Who Among Students in American Universities and Colleges, he was listed in the National Social Register of Prominent College Students, was a four-time letterman on the WTSU football team and the starting tight end for the 1977 Missouri Valley Conference Champions. He served as president of the WTSU chapter of the Fellowship of Christian Athletes and was initiated into Alpha Delta Mu national social work honor society at UTA. In 2001, Angelo was

accepted into Boston College Graduate School of Social Work, earning a Ph.D. in social work, and in 2008, he was recognized as a Boston College distinguished alumnus.

Angelo has worked in numerous roles in both the public and private sectors of social work. He has earned a number of state and national merits and had the distinction of helping develop and implement the nation's first statewide children's behavioral health system of care program. In 2007, he was appointed by Massachusetts Governor Deval Patrick as Commissioner of the Department of Children and Families, where he currently serves.



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