

**CORRECTIONAL INSTITUTION INSPECTION COMMITTEE REPORT:
INSPECTION AND EVALUATION
OF THE
LIGHTHOUSE YOUTH CENTER AT PAINT CREEK**

AUGUST 30, 2010

**PREPARED AND SUBMITTED
BY
ADAM C. JACKSON, REPORT COORDINATOR,
AND
CIIC STAFF**

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SECTION I. INSPECTION PROFILE AND INSTITUTIONAL OVERVIEW

A. INSPECTION PROFILE

Date of Inspection	August 30, 2010
Type of Inspection:	Unannounced
CIIC Staff Present:	CIIC Director Joanna Saul CIIC Inspector Gregory Geisler CIIC Inspector Adam Jackson CIIC Inspector Carol Robison
Facility Staff Present:	Program Director Renee Hagan Director of Program Services Mark Ingles

CIIC spoke with many additional staff at their posts throughout the course of the inspection.

Areas and Activities Included on the Inspection:

Administrative Offices	Indoor and Outdoor Recreation
Food Services	Education Building
Housing Units	Horticulture Program
Medical Services	Art Cabin
Mental Health	Family Cabin

B. INSTITUTION OVERVIEW

According to their Client Handbook, the Lighthouse Youth Center at Paint Creek (LYC-PC) was established in 1986. The institution is located on 33 acres of land near the city of Bainbridge, Ohio located in western Ross County. The area consisted of seven separate buildings that are used for storage, arts and crafts, education, and housing. In addition to the structures that previously existed, Lighthouse Youth Center constructed two new housing units and a new administrative building. Each housing unit consists of two dormitories that can house approximately 30 to 35 youth each.

Reportedly, the funding for the Lighthouse program was provided by the United States Department of Justice when it began as a three-year “demonstration project.” The Ohio Department of Youth Services has provided the youth population for the program since its inception. After the success of the three-year trial, the Ohio Department of Youth Services (ODYS) began to provide a large portion of the funding for the program and has continued to

support the program. Staff relayed that LYC-PC is currently under contract with the ODYS to occupy a total of 48 beds. In addition to the financial support from the ODYS, Lighthouse Youth Center also has contracts with Ohio county juvenile courts. Reportedly, the county juvenile courts are under contract to occupy a total of eight beds.

According to staff, the contract with the ODYS was recently reduced due to budget restraints. As a result, the LYC-PC has been able to accept fewer youth from ODYS than in years past. The institution reportedly had a deficit for the first time in 2009. Staff relayed that LYC-PC receives approximately \$146.00 for each ODYS bed and approximately \$148.00 for each court-directed bed. The actual cost to the facility for each bed is \$180.00. Reportedly, the facility makes up the difference in costs with money they receive from Medicaid.

According to information relayed by staff, the rate per day that LYC-PC charges to DYS per youth is \$146.20. Because the state is reimbursed by the federal government a portion of the cost for those children who qualify for Title IV E, **the net cost to the state is \$113.08**, based on the average number of Paint Creek residents for whom the state is reimbursed. According to the ODYS Fiscal Year 2009 Annual Report, **the daily cost to house and treat a juvenile offender was \$300.33**. Given current budget cuts and the recession, it is not immediately clear to CIIC why the contract with ODYS has been reduced rather than increased.

C. YOUTH POPULATION

Reportedly, the LYC-PC has a capacity of 67 youth. According to the most recent data provided by staff, LYC-PC admitted 60 youth since the start of FY 2010 on April 1, 2010 through August 19, 2010. Table 1 in the appendix provides a breakdown of the admissions at LYC-PC.

On the day of the inspection, staff relayed that the LYC-PC population was 57 youth. Youth are selected to attend LYC-PC following an extensive screening process. According to staff, youth are pre-screened at the ODYS Reception Center located at the Scioto Juvenile Correctional Facility in Delaware, Ohio. ODYS staff screen out youth with serious mental health needs such as schizophrenia. Once a candidate has been identified by the ODYS as a potential candidate, LYC-PC staff interview the youth to determine if he meets certain requirements. If staff believe the youth is a qualified applicant, they must receive final approval from a Juvenile Judge.

Staff relayed that due to recent changes in the Department of Youth Services, there was an increase in the number of youth that were unable to adjust to the treatment program at the facility. As a result, LYC-PC transferred 24 percent of the youth from the facility back to ODYS. Reportedly, the transfers are generally due to “noncompliance” issues with the treatment plan as opposed to behavioral issues.

The following is summary of the criteria for consideration to LYC-PC based on information provided by staff:

- Youth must be between the ages of 14 and 18.
- Youth must have been adjudicated guilty of a first or second-degree felony or a serious sexual offense.

- No involvement in a heinous crime with significant local publicity.
- County Juvenile Court Judge committed the youth to the Ohio Department of Youth Services.
- Committing Juvenile Judge and the ODYS have agreed that placement in the Lighthouse Program is appropriate for the youth.
- No serious mental health issues.

Once the youth offenders arrive at LYC-PC, they are referred to as “clients” during their time at the facility. In fact, their youth handbook is referred to as a “Client Handbook.” The reference to youth offenders as clients was an encouraging sign that LYC-PC is a facility that thinks “outside the box” in its attempts to establish a positive atmosphere that represents their mission and values statement.

Reportedly, of the 60 youth that were admitted to the facility through August 19, 2010, **16 youth (27 percent) were categorized as sex offenders**, while 44 youth (73 percent) were categorized as non-sex offenders. **ODYS had the largest number of youth admitted to LYC-PC with 47, representing 78 percent of the youth population.** According to the data, 22 percent of the youth came from local counties including the Montgomery County Juvenile Courts and the Hamilton County Juvenile Courts.

As of August 19, 2010 **39 African-Americans were admitted to facility, representing 65 percent** of total admissions. Youth classified as White/Non-Hispanic represented the second highest number of admissions with 19 youth or 32 percent. Table 1 in the appendix provides a breakdown of the admissions at LYC-PC.

1. Security

One of the unique features of LYC-PC is that the compound is not surrounded by a barbed-wire fence which is seen at most correctional institutions. Instead, LYC-PC staff believe that each youth has a responsibility for their peers and a responsibility to inform staff if there are any signs of trouble. Although one potential obstacle is that youth may have had maximum security experience and may have trouble adjusting with youth and staff confronting their behavior, the system has worked for the facility. According to staff, LYC-PC has not experienced any escape attempts since 2005.

D. STAFF QUALIFICATIONS AND CONCERNS

According to information provided by staff, the youth to staff ratio is reported to be 15-to-2. LYC-PC has four full-time education instructors that are highly-qualified to teach the four core subjects of English, math, science, and social studies. LYC-PC also has one part-time teacher on staff. Reportedly, the funding is provided through Title I for part-time teaching aides.

Staff are carefully selected by LYC-PC staff and the Lighthouse Youth Service Center Central Office in Cincinnati, Ohio. According to the information provided by staff, LYC-PC is interested in qualified applicants that have a Bachelors or Associates degree. Interestingly, most staff were not hired from previous juvenile or adult correctional facilities. Applicants that have previous

corrections experience are thoroughly interviewed. There is no psychological testing during the interview; instead, a question and answer process is used to select the best applicant. Staff are held accountable through annual evaluations.

1. Staff Listening Session

The primary concern relayed by staff was in regard to a need for appropriate aftercare and re-entry programs to assist and support the youth once they are released. Staff believed that re-entry services would benefit all youth as they return to their communities and transition back home or to a new location.

Staff also relayed concerns about funding for the programs. Reportedly, a stimulus grant used to fund programs will end in December 2010. Staff relayed that LYC-PC has made an effort to locate money through donations from private donor endowments. Staff also relayed their concern that funding is needed for planned capital expenditures to construct a new education building and repave the driveway.

Overall, CIIC was impressed by staff rapport and mutual support. Staff relayed that they have an “unbelievable” trust between each other that allows them to perform their tasks with the confidence that they have full support from the entire staff.

SECTION I. INITIAL REPORT

The following initial report was provided to the Lighthouse Youth Center Central Office and the Paint Creek Administrative staff on September 1, 2010:

Summary of the Inspection of the Lighthouse Youth Center on August 30, 2010

On August 30, 2010, CIIC Director Joanna Saul, and CIIC Inspectors Gregory Geisler, Adam Jackson, and Carol Robison conducted an unannounced inspection of the Lighthouse Youth Center at Paint Creek in Bainbridge, Ohio. Overall, the inspection was extremely positive. Based on observations during the inspection, CIIC identified the following five points of pride and an area of concern regarding the conditions and daily operations of the Lighthouse Youth Center:

POINTS OF PRIDE

Interaction between Youth and Staff and between Youth and Youth

Overall, the culture of the facility is extremely positive. One contributing factor to this culture is the respectful interaction between staff and youth. Staff, wearing casual street clothes, ate the same lunch meal as the youth and ate at the tables with the youth. Many youth stated that staff helped them identify their own needs in regard to school and programs and then helped them achieve those goals. Staff relayed that they frequently receive communication from past “clients” (as staff call the youth, another sign of respect) that relays the youth’s gratitude to staff for helping them.

Similarly, the interaction between the youth was positive as well. CIIC did not observe any behavior that would be considered acting out, predatory, or bullying among the youth. Although this behavior may not always be outwardly visible, youth often relay these concerns in private conversations with CIIC staff during the inspection. Instead, youth openly praised each other for demonstrating leadership skills, supporting each other in times of need, and helping each other confront their own behavioral problems.

Many youth reported that Lighthouse Youth Center was a much safer environment than previous institutions. The dining hall and classrooms were noticeably free of tension. The safe environment can be attributed to the leadership of the staff. Youth relayed that staff have made their stay at the Lighthouse Youth Center a learning experience that has forced them to change negative patterns of thinking. Staff encourages youth to think about consequences before committing an action. This mature method of thinking assists in maintaining a low number of fights among the youth.

Staff Resourcefulness

Over the course of CIIC’s inspections of the adult correctional facilities, most institutions reported overstretching of staff as budget cuts forced staff reduction. A frequent casualty has been programming. Lighthouse has been innovative by asking staff to lead additional classes

based on staff's own interests and providing a small teaching stipend as an incentive. For example, one Case Manager also served as the teacher of a popular weekly guitar class.

Cleanliness

Every area of the facility was clean. In CIIC's experience, small details such as attention to cleanliness can be indicative of either larger problems or strong leadership and staff pride in the institution. The housing units in particular were very clean; staff relayed that youth clean the units daily. The food preparation area was clear of debris and food products despite the fact that lunch was being served at the time of the inspection. Every floor shone. It was evident that staff leadership stressed the importance of maintaining a clean facility.

Incentive-Based Programming: "Positive Peer Culture Concepts"

Lighthouse Youth Center uses a level system entitled "Positive Peer Culture Concepts," which includes a five-step level system and a peer mentoring program. Pathways to Achieving Self-Sufficiency (PASS) is a five-step level system that youth are required to progress through in order to successfully complete the program. The five levels of the program include the in-take level, orientation level, education (Level 1), accountability (Level 2), and release preparation (Level 3). As part of this program, youth earn points each day as a reward for good behavior and for completion of their assigned tasks. The youth can use points to purchase items such as snacks and time on video games. Additional privileges are provided as the youth progress through each level. Level Two youth can "earn" jobs with wages that will be saved for them until release. In fact, staff relayed that two youth had recently left the facility with approximately \$10,000 each. Level-Three youth have the opportunity to shop at a local convenience store with the money they have earned from their jobs or even to order pizza from a local restaurant.

The peer mentoring program involves a paid position available to youth who have completed the five-step program and are interested in providing guidance to lower level youth. The peer mentors have a schedule of hours that they are available in certain housing units. Youth also can request that the peer mentor come see them. Several youth praised the peer mentors for helping them and for being good role models. The program incentivizes leadership and good citizenship, both of which are valuable traits to build in youth.

CRITICAL CONCERN

Idleness

During the inspection of the education building, CIIC observed both a math class and a physical sciences class in session. Several of the youth in the math class had received their GED and were reading a book or playing games on the desktop computers. One youth in the physical sciences class, sitting by himself without work, relayed that he also had received his GED, but was still required to come to all educational classes with his housing unit. Although the youth relayed that they could tutor other students, most sat idle throughout the entire period.

SECTION II. LYC-PC RESPONSE TO INITIAL REPORT

The following is the response that CIIC received to its initial report from LYC-PC staff on September 16, 2010.

I was extremely pleased that you and your team found the facility and program at Lighthouse Youth Center at Paint Creek to be in good order and am glad that you found your experience here positive. It is important to us that our youth have a positive experience while they are in our care and I'm proud that you were able to bear witness to this during your visit.

I would like to take this opportunity to comment and/or clarify some of the "points of pride" and "critical concern."

POINTS OF PRIDE

Interaction between Youth and Staff and between Youth and Youth

I am so glad that your committee was able to witness respectful interaction between our staff and our youth. The mission of Lighthouse Youth Services states:

"The mission of Lighthouse Youth Services is to advance the dignity and well-being of children, youth and families in need. We encourage good citizenship, responsible behavior and self-reliance."

This mission statement serves as the foundation for all the work we do at Paint Creek. All decisions we make are designed to "advance dignity and well-being" of our youth. In addition to the mission statement, all of our staff receives training on our core values:

Integrity: We do what we say we will do

Diversity: Our differences strengthen us

Excellence: We challenge ourselves to do our best

Adaptability: We meet the changing needs of our community

Family: We support families for healthy children and a strong community

Optimism: Everyone has the capacity to grow and to contribute to the community

Respect: We treat everyone with respect

We challenge our staff to stand for and to live out these values every day. Our staff models these values to our youth and in turn we too are treated with respect from them. Ultimately we will challenge our youth to adopt these values as their own. The fact that you were able to witness positive youth to youth interaction indicates that they do try to adopt these values as their own and in turn model

them for others. It is a “point of pride” that our staff and youth are able to so clearly demonstrate that our mission and our values are being fulfilled.

Safety and Security

Maintaining a safe and secure living environment is of the utmost importance in our facility and I’m glad this was noticeable for the committee. Our youth, as with anyone, must feel that they are safe and that no harm will come their way if they are truly going to be able to engage in the treatment process. If they are living in constant fear of threat and/or are worrying about getting their basic needs met; how can they work on those issues which have lead them to their current life situation? If you know you are not going to get hurt, if you know you are safe, then, you can begin to trust that others do have your best interest in mind. Our staff’s unwillingness to accept aggressive behavior as the norm demonstrates for the youth that they can be trusted. Once trust is established our staff can more freely challenge the youth on thinking patterns and behaviors that are hurtful for themselves and others.

Staff Resourcefulness

Like most social service agencies today, we are challenged to do more with less. We place considerable effort into formulating a strong, empowered team to meet the day to day needs of the youth. You specifically mentioned our case managers teaching classes in their own specialized interests. We have several staff with Bachelor’s Degrees that have obtained a Non-Tax Teaching Certificate from the Ohio Department of Education to support our electives curriculum at our Chartered Nonpublic School. These staff have been willing to assume this additional responsibility for an additional stipend to their salaries to support our more traditional Highly Qualified Teachers in providing a broader curriculum for our youth. In addition, our staff has taken the initiative to develop special partnerships to enhance programming such as a Venturing program sponsored by the Boy Scouts of America, community service projects with the Bainbridge local community, pinewood derby races in partnership with our volunteer group Friends of Lighthouse, etc. By encouraging our staff to use their specific talents to support the program it encourages buy-in to our mission and in turn provides our clients with great opportunities.

Cleanliness

We do take pride in maintaining a clean facility. All of our youth are assigned the responsibility of a daily chore very early in their placement with us. In addition to learning the life skill of maintaining your own living environment, youth are provided the opportunity to participate in on-site work stations that teach them skills in the area of industrial maintenance. They learn how to do such things as to run floor burnishers, weed-eaters and industrial dishwashers with our janitorial

services, landscaping crew and our kitchen crew. It creates a win-win situation by them learning a skill and the facility appearance is maintained.

Incentive-Based Programming: "Positive Peer Culture Concepts"

We utilize several "best practice" strategies in our program, all designed to complement each other. However, there are items in your report that require clarification.

We employ cognitive behavioral interventions that are designed to address the cognitive distortions of our client's perceptions, values and beliefs and assist us in managing the behavior of our youth. We assist our youth in learning about thinking errors and how these thinking errors influence their behavior. We teach deterrence to the thinking errors and teach pro-social skills that assist them in responding more appropriately to their various life situations. We utilize a point and level system to encourage appropriate behaviors as we challenge these thinking distortions and teach them new strategies to practice. They are provided points for demonstration of the appropriate behavior and these points can be utilized at our Privilege Hut for an immediate reward for the demonstration of the desired behavior. These points can be used to purchase items such as snack items, video games, movies and hygiene items. In addition to the points earned, as youth learn and practice competencies that have been broken down into various program levels they can gain additional privileges, such as extra phone calls, the opportunity to wear their own clothing, and home visits. There are five levels with this system and each level has specific goals for the youth to meet. As youth achieve higher levels, the greater the privilege; but also greater the responsibility for the youth.

We utilize Positive Peer Culture concepts in conjunction with social learning theory. Our staff model the behaviors that we want our youth to adopt. We operate with the assumption that most of the behaviors that they demonstrate are learned behaviors and therefore we want them to learn pro-social skills to utilize as adaptive coping responses. As we model the behaviors we want them to learn they will begin to adopt the behaviors as their own. We also teach the pro-social skills in didactic instruction and then provide opportunities for them to practice the behavior. We do expect the peer group to assume responsibility for itself. All behavior is expected to be caring and helpful and behavior that is not is to be questioned by the youth. Staff members model how to address hurtful and aggressive behavior in a caring and respectful way and provide opportunities for youth to practice these behaviors. As time goes on, caring behavior becomes "fashionable". Ultimately Positive Peer Culture concepts really provide the structure around helping youth realize that they must learn to live responsibly in a community. In our case it is their peer group, when they leave us it is our hope this will assist them in living in their own communities, whether that be their own family units or the larger community.

The PASS program (Pathway to Achieving Self-Sufficiency) is a life skill program that we have developed that provides instruction and training in basic life skill areas. We utilize the Ansell Casey assessment tool to determine need and attempt to target these issues on individualized treatment planning. All youth attend classroom instruction and as they move through the levels of the program are eligible to participate in our work program. The classroom instruction covers topics such as writing a resume, how to behave in an interview and a review of characteristics of a good worker. After youth achieve level II of the program they can interview for various paid positions throughout the facility. They will actually complete an application, go through an interview process and will receive evaluations if they should be hired. They are eligible for pay increases and can change jobs if they find another job more appealing. Our Level III youth typically work the most hours as they have more flexibility in their daily routines.

If a youth has completed the program but continues to have time left with his sentence, he can apply to live in our semi-independent living apartment. This aspect of the program provides the youth with an opportunity to practice being completely responsible for themselves within the confines of the facility. Most of the youth that are living in the semi-independent living program are Peer Mentors. Peer Mentor is a paid position that involves the youth “mentoring” his peers throughout the day. They provide guidance and support for the lower level youth in attaining their goals and serve as a model of how the program can help. As you stated, the program does incentivize leadership and good citizenship.

CRITICAL CONCERN

Idleness

As I mentioned during our tour of the facility, we operate our own Chartered Nonpublic School and have been fully approved by the Ohio Department of Education. This transition occurred last school year and has enabled us to greatly expand our educational options for school. Our current options for a student include:

- 1) A traditional classroom setting in which they earn high school credits that can be applied to a diploma either from this facility (Paint Creek Academy) or another high school in their local communities. Our curriculum meets state standards and we have been able to include a wide variety of electives such as guitar and drama to supplement our core curriculum.
- 2) GED preparation and testing at our site.
- 3) A web-based credit recovery program.

- 4) On site college course work in collaboration with Southern State Community College. This class typically meets once per week each quarter throughout the year.

All of our youth participate in the Life Skills curriculum upon their admission to the facility. Most of our youth are significantly behind in their academic pursuits so most fit in one of the above mentioned track. We periodically get students who come in already having achieved their High School Diploma and/or GED or are able to receive it early in their stay with us. Typically these youth are engaged in our college class but this class does meet but once per week for a couple of hours. We attempt to utilize these youth as classroom tutors, teacher's aides and engage them in the work program so they can work at some of our paid work sites throughout the facility.

You and your staff visited two classrooms, a math class and a physical science class. The math class had 3 youth that had already had their GED and/or high school diploma and who would have been typically assigned to act as classroom tutors. It is my understanding that on this day our Math teacher had called in sick and the class was operating with a substitute teacher who was not engaging the youth as they typically would be with the regular classroom teacher. Obviously this provides us with an opportunity to discuss how lesson plans are communicated for substitutes. The Physical Science class had one youth that had his high school diploma. The teacher explained that he does typically act as a tutor for the class as well. The teacher indicated that the observation time came during the last 15 minutes of the class and there was not much for the tutor to do during that time.

Having said all of that, I think your visit provides us with an opportunity to re-evaluate how we are engaging youth who have already completed a high school diploma or GED. Although we feel we have attempted to provide various opportunities for engagement during the school hours for these youth, we may have unstructured time for them and/or not effectively implementing our strategies for engagement. Our education team will be evaluating this area and strategizing on how to make improvements.

SECTION IV. CIIC STATUTORY REQUIREMENTS

A. ATTENDANCE AT A GENERAL MEAL PERIOD

Pursuant to Section 103.73 (A) (1) and (2) of the Ohio Revised Code, the Correctional Institution Inspection Committee shall inspect each correctional institution each biennium, and further, each inspection shall include attendance at “one general meal period” and “one rehabilitative or educational program.”

On the day of the inspection, LYC-PC served a “Chicken Po’ Boy” sandwich which consisted of breaded popcorn chicken on a hoagie roll with chipotle sauce and lettuce, homemade fried potato chips, fruit salad, and a choice of milk or Kool-Aid. The meal was very good; it may have been one of the best CIIC has had in its inspections of the juvenile correctional facilities. The portion size of the meal was very adequate and appeared to be a sufficient amount of food for the youth.

B. ATTEND AN EDUCATIONAL OR REHABILITATIVE PROGRAM

During the inspection, CIIC observed two classes. The first class, a math class, consisted of 14 students, one instructor and one adult tutor that were assisting the students as needed. Although there were 14 students in the class, only a little more than half of the youth were actually doing math work. The rest of the class, approximately six students, were doing other activities including playing on the computer and reading a book. When CIIC inquired why they were participating, the students relayed that they had received their GED. One student who playing computer games stated that he was allowed to tutor his fellow classmates as needed. However, none of the students requested assistance while CIIC observed the class.

The second class that CIIC observed was the physical science class, a 90-minute class that consisted of a group of 15 students seated in groups of two or three at round tables. The students in the class were completing worksheets regarding comparing and contrasting the shape of objects. CIIC was impressed with the overall positive atmosphere of the class as the teacher circulated around the room to provide guidance and assistance to the youth. During the class, youth candidly relayed that the teachers at LYC-PC are “very good.”

Although the class was impressive, CIIC questioned why some youth were not participating in the class. One youth relayed that he had already taken physical sciences, but thought that the current class would count as an elective. CIIC was not informed as to if the youth was informed by staff that the course would not be an elective. However, CIIC was concerned that he was repeating the course unnecessarily.

Several youth that were sitting by themselves, were not working on school material. When CIIC inquired about their status, the youth relayed that he had received his diploma and that they had to stay with their housing unit while they attended their classes. The youth reportedly were expected to assist other students with their work. However, they did not appear to be helping anyone. When asked why they were not helping their classmates, they seemed unclear as to what their expectations were from staff. CIIC found this to be a common occurrence during the inspection of the education building as several youth that had received their diploma or GED

were sitting “idle” without any productive activities to engage in. When this concern was brought to the attention of staff, it was relayed that a college course is offered to the youth through Southern State Community College located in Hillsboro, Ohio.

According to staff, Southern State Community College offers a college course one night per week in the education building at Paint Creek. However, staff relayed that Southern State requires a minimum of ten students to participate in the course to make it economically feasible to travel to Paint Creek. Reportedly, one of the challenges of Southern State’s requirements is that the Lighthouse Youth Center rarely has 10 youth who have their diploma or GED. CIIC was surprised to learn that 10 youth are rarely available to conduct the course considering the number of “idle” students that CIIC observed during the inspection. It was later relayed that one youth had already completed 15 credit hours of coursework from Southern State.

C. EVALUATE THE YOUTH GRIEVANCE PROCEDURE

Pursuant to Section 103.73 of the Ohio Revised Code, the CIIC is required to evaluate the inmate grievance procedure at each state correctional institution.

According to the LYC-PC Client Handbook, youth are advised of steps they can take properly file a grievance if they believe their rights were violated. The following is a brief description of each step of the grievance procedure.

Informal Resolution: This is the first step in the resolving a concern. Youth should contact or write the staff person directly involved in the dispute. Reportedly, serious disputes that involved any physical, verbal, mental, or sexual abuse should be relayed directly the Associate Program Director or Program Director.

Formal Grievance: The second step of the grievance process. If the grievance cannot be resolved informally, youth should obtain a Youth Grievance Form. Once the form is completed, it should be placed in the youth grievance box located in grievance box, which is located in each housing unit.

Appeal Process: Once a grievance has been returned to the youth with the decision of the Program Director, the youth has three days to appeal the decision to the Director of the Lighthouse Youth Services in Cincinnati, Ohio. The Executive Director will respond to the youth within 10 working days.

In the most recent data received by staff, LYC-PC reportedly received 61 complaints from youth from April 1, 2010 to August 19, 2010. However, there were no grievances received during the same period.

SECTION V. KEY STATISTICS

A. ASSAULTS

During the inspection, staff relayed that a recent assault occurred involving a youth and a staff member. Reportedly, the youth had been at the program for several months when he began threatening staff that he would act out. Staff reportedly attempted to resolve the incident through verbal interventions and a time out, but the youth become physical. Reportedly, a staff member was punched in the face twice before they were able to restrain the youth.

As of August 19, 2010, LYC-PC reported 687 “youth incidents.” A youth incident includes medical emergencies, physical restraints, and property destruction, among other types of incidents. Table 2 provides a breakdown of the LYC-PC incident reports.

B. SECLUSION

During the inspection, staff relayed there are two forms of seclusion, or “time out”: **voluntary and restricted**. Reportedly, voluntary time out occurs when any youth decides to remove himself from the group and places himself in the time out area. Because the youth voluntarily went to the time out area, he can leave the time out area when he feels that he has calmed down. Restricted time outs occur when staff relays to the youth that he must go to the time out area for disciplinary reasons. Staff must also talk to the youth before he is allowed to leave the area.

According to recent data provided by staff, there was a decrease in the number of restraints used on the youth and an increase in seclusion time from April 1, 2010 to August 19, 2010. Reportedly, one youth was responsible for 37 percent of the time outs during the same period. Table 2 provides a breakdown of the LYC-PC timeouts.

C. CLIENT SATISFACTION SURVEY

In an effort to ensure they are providing the best quality of care to the youth, LYC-PC offers youth an opportunity to complete a “Client Satisfaction Survey Detail” form that is administered on a quarterly basis. During the inspection, staff provided CIIC with a copy of the responses to the questionnaire. The youth were asked questions regarding how they were treated by staff. Several of the questions were in regard to being treated with respect. The youth were also asked if the staff understood their needs, listened to concerns, and if they believed that Paint Creek was a positive environment. Youth were provided with the following four choices to respond, “never,” “sometimes,” “usually,” and “always.”

In the First Quarter survey, 60 youth completed client satisfaction forms. According to the information provided by staff, 81 percent of the youth relayed that staff usually or always treated them in a caring and respectful manner. Reportedly, 86 percent relayed that staff usually or always create a positive atmosphere at the facility. The data further showed that 84 percent of staff are usually or always respectful of youth lifestyle and cultural background. Table 3 in the appendix provides a breakdown of the youth responses to the survey.

SECTION VI. OPERATIONS

A. MEDICAL SERVICES

Medical Services is located in the Wyandotte housing unit separate from the living area. According to staff, LYC-PC has one nurse on staff that works 40 hours per week. Staff also relayed that medication is self administered and monitored by youth by using a blister pack with the day of the month the pill is scheduled to be taken. If the youth refuses to take their medication, staff document the action. Reportedly, asthma is the most common medical condition and staff keep a lot of inhalers available for the youth.

One of the concerns regarding treatment is the effect that any prescribed medication may have on youth. As with many prescribed medications, there are possibilities of side effects associated with medication. Reportedly, medication education is integrated with counseling: Staff teach the youth that simply taking medication will not immediately solve a problem.

B. MENTAL HEALTH SERVICES

During the inspection, CIIC spoke with staff regarding the mental health services that are offered to the youth. Staff reiterated that youth are screened for mental health needs upon arriving at intake. Staff place youth in the appropriate services based on the assessment of their needs. One of the most important functions of staff is to help youth understand and identify “triggers” that will help them stop the inner cycle of anger and abusive behavior. Staff reportedly possess a high skill set and years of experience that enable them to exhibit sophisticated thinking to analyze youth concerns. Staff encourage youth to believe in their treatment and address any concerns regarding the program. In addition to the assessment by staff, LYC-PC uses a local outpatient facility for medication and treatment. Reportedly, ODYS and LYC-PC staff does a solid job of screening applicants during the reception process at the Scioto Juvenile Correctional Facility.

According to staff, the diagnostic process and communication between staff are the two most important aspects of providing an accurate diagnosis. The diagnostic process at intake includes multiple evaluations from mental health professionals that provide a comprehensive analysis of the youth. Communication among all mental health staff is thorough and frequent. Parents and teachers may complete a “Connor” scale and are often consulted by staff to provide another perspective of the youth.

Staff identified three characteristics of LYC-PC Mental Health Services that set it apart from other institutions: experience of staff, positive peer culture, and increase in mental health education for youth.

Many of the comments relayed by the youth supported the staff’s efforts to provide solid treatment. Youth relayed that the staff have helped youth to identify the needs and that the treatment program is part of the reason the peer culture is very strong. Many of the youth relayed that they feel comfortable with staff and their fellow youth.

C. FOOD SERVICES: KITCHEN AND DINING HALL

1. Kitchen

The kitchen was relatively small, as expected given the size of the facility. The area was a cramped and seemed to provide limited space for more than one person to maneuver through at a time. However, the kitchen appeared to be more than adequate to accommodate the entire LYC-PC population. The area included one walk-in freezer, one walk-in refrigerator, a milk cooler, and a dry storage area. The freezers, refrigerator, and cooler each appeared to be clean and clear of any leaks, spills, or any uncommon odors.

According to staff, deliveries are received four times per week. Milk and other dairy products are delivered once per week along with meat products. Bread is delivered twice a week. According to staff, all the food items are kept until they are fully used. Reportedly, there are very few if any food left over. Staff relayed that they have not experienced any major concerns with their equipment including the oven and dishwasher machine.

The food service staff consisted of one youth washing dishes and one youth working in the food serving line, who also swept the floor and cleaned under the counters in the food preparation area. The youth were supervised by the Food Service Manager, who appeared to have good rapport with the youth that worked in the kitchen. Each staff member wore the required hairnets and aprons. Staff later relayed that youth do not normally serve the food; instead, two staff members normally provide service. However, the youth relayed that he recently completed the culinary arts program and that occasionally when there are staff shortages, youth who have successfully completed the program are permitted to assist in preparing dinner.

2. Dry Storage Area

The dry storage area stored the snacks that are given to the youth twice per day as part of their meal plan. The snacks are also given to youth that purchase the items with the points they earned through the level system. The items were neatly stacked on the shelves with the labels facing outward so the product could be easily identified by staff.

3. Dining Hall

Youth process through the front of the dining hall to the service line in the back. The dining hall has a reported maximum capacity of 80. However, one housing unit consisting of two dormitories eats at one time. Allowing only two dormitories to eat at one time allows the staff to manage a population of approximately 30-35 youth during the meal periods.

The layout of the dining hall consisted of 10 rectangle shaped tables with chairs. The tables and the floor underneath were very clean. The dining hall contained one serving line. Youth proceeded down the line efficiently in single-file as they grabbed their trays and selected their beverage. A soda pop machine was located near the back of the dining hall for staff members that wanted to pay for a soft drink. When youth were finished with their meal, they brought their trays to a window where a single youth was washing dishes.

The youth ate their meal peacefully while speaking to each other in a respectful manner. The youth spoke candidly with CIIC staff regarding several issues ranging from the quality of the food to the atmosphere at the Lighthouse Youth Center. Most of the youth believed that the food portions were more than sufficient: One youth stated that “you get a lot of food here so you do not worry about being hungry.” Reportedly, the Lighthouse Youth Center staff conducted a survey with the youth regarding the food portions. The results of the survey reportedly revealed that the youths were not satisfied with their food. As a result, the daily calorie in-take was increased from 2,800 to 3,000 calories.

4. Privilege Hut

The privilege hut, located in the front of the dining hall, allows youth to use positive behavior points to purchase snacks and other items. The privilege hut is open for two meals per day, Sunday through Friday. Two youth are permitted in the hut at one time. The hut contains items such as snacks and hygiene products that allow youth to purchase based on the number of points earned. Youth may also purchase video games such as Play Station. Youth reportedly earn 20 points per day based on their job performance and exhibiting good behavior. Additional points can be taken away from the youth for bad behavior such as disrespecting staff.

One of the unique features of the privilege hut is that it is staffed by a youth offender that had completed each level and was near the end of their sentence. The privilege hut provided an atmosphere that allowed the youth to prepare for re-entry to society by providing him with additional responsibility.

D. HOUSING UNITS

1. Semi-Independent Living Project

The Semi-Independent Living Project is a housing unit for youth in the peer mentoring group. The independent housing units were located across from the dining hall. According to staff, the youth have earned the privilege to stay in the housing unit. The purpose of the project is to assist youth with their re-entry to society by helping them understand how to live independently. The youth in the unit work 30-40 hours per week in the Pathways to Achieving Self-Sufficient (PASS) program. Reportedly, the youth are paid a wage of \$3.20 per hour.

During the inspection, CIIC observed the “Iroquois” housing unit. Iroquois is a ranch-style housing unit that had three twin-sized beds on the day of the inspection. However, staff relayed that the unit had room for five beds if needed. In addition to the three beds, the unit also had two bathrooms, a kitchen area, and a separate study room for privacy. The size of the unit was similar to the size of a two-bedroom apartment. Although the area appeared to be cluttered with clothes and personal items, the unit offered sufficient living space and storage areas for the youth.

CIIC also inspected the single-person unit located in the back of the “Mingo” housing unit. According to staff, the unit is available the senior member of the peer mentor group. The unit was approximately half the size of Iroquois. The Mingo housing unit consisted of two twin-sized

beds that were pushed together to make one double bed. The unit also consisted of a study area that included a desk.

2. Level-System Youth Housing

CIIC also inspected Shawnee, Ottawa, Wyandotte, and Adeena housing units. It was apparent that staff stressed the importance of maintaining a clean living area. Each housing unit had room for 15-17 youth.

Each bedroom contained a twin bed, a bulletin board, and a set of drawers. Each unit had a “timeout” room that was estimated to be 9-x-7 or 63 square feet. Reportedly, youth who “act out” are assigned to the area for a short period of time to calm down.

Each unit contained three boxes for inmate grievance requests, maintenance inquiries, and medical concerns. Each bulletin board contained written information on the grievance procedure and other contacts for youth concerns.

The walls of each unit had positive messages encouraging the youth to think before their actions and work through problems. The Adeena unit posted a message entitled “The Anatomy of Anger” on a dry erase board to encourage youth to consider an alternative method to address their issues as opposed to bad behavior. “ABC” was an acronym for Activating Event (trigger), Mind Activity, Body Reaction, and Consequence.

The only visible concern regarding the housing units was a water fountain in the Adeena unit. Although the unit was as clean as the other housing units, the fountain was clogged and water slowly ran over the side. Staff reported the problem to the maintenance staff after it was brought to their attention.

E. VISITATION

According to the LYC-PC Client Book, youth are allowed to have two visits from their parents or guardian each month. Visits are reportedly held on either Saturday or Sunday from 1:15 p.m. to 4:30 p.m. According to staff, family involvement is encouraged, planned for, welcomed, and aided financially if needed.

Family Cabin. One of the unique features of LYC-PC is the family cabin that is located in a secluded area across Tong Hollow Road. Any family that has a scheduled overnight visit can use the cabin. The cabin consisted of a living room area with a television, a kitchen area with a refrigerator, electric stove, and overhead microwave. The dining area included a table and three chairs. The back of the cabin included a bathroom and three bedrooms, including one with a queen-size bed and two with bunk beds. Bed sheets and bath towels were provided by staff and stocked neatly in the pantry. The cabin appeared to be clean and well-kept. It was clear that staff took pride in maintaining the cabin. Staff relayed that one of the benefits of the cabin is that Level 3 youth have the ability to stay with their family during the overnight visit as well.

LYC-PC staff relayed a commitment to provide a comfortable atmosphere for the families. Families that previously stayed at the cabin documented their thoughts and feelings regarding their experience visiting Paint Creek in a book located on the dining table. The book was introduced as an idea from staff to encourage families to provide feedback regarding their stay. Most of the comments were positive; some were even inspiring as they thanked LYC-PC staff for making their son a better person. Many of the comments relayed how impressed they were with LYC-PC staff and their commitment to their program.

The cabin was one indication that staff truly understands that value of helping youth and their families maintain a solid structure. LYC-PC understands that some families may not have access to a vehicle to drive to Bainbridge and some families cannot afford to pay to stay in local hotels. In addition to the family cabin, LYC-PC may also provide financial assistance to these families by paying for an overnight stay at a local hotel or by purchasing a roundtrip bus ticket. Although providing assistance to a family in need is not a common occurrence, staff relayed that it is just as important to them that youth have an opportunity to see their family as it is to the youth.

Therapeutic Visits. A therapeutic visit involves a time for parents or guardians and youth to speak with the Family Service Coordinator, their case manager, and possibly their group leader to discuss a particular concern that requires more time than the normal visit session will allow. The visits can last up to 90 minutes and are scheduled at a time that is separate from and will not interfere with their normal visits.

Home Visits. Youth who have reached Level 3 of the program may have an opportunity to schedule a visit to their home town. The visits typically last three hours and the youth is under the direct supervision of staff during that time. Visits are arranged by the Family Services Coordinator of the youth's dormitory Group Leader. Reportedly, only the immediate family is permitted to be home during the visit.

F. RECREATION

Outdoor Recreation. The outdoor recreation included a football field. Several youth were playing flag football in the morning. A small shack that served as the recreation room included two pool tables, two ping-pong tables, video games, workout equipment, and foosball. Paintings on the wall depicted the favorite athletic teams of the youth.

According to information provided by staff, LYC-PC is located on the former site of the Valley Vista Sports Camp. The original basketball and tennis courts were kept intact for the youth to use. In addition, a sand volleyball court is also available to the youth.

Indoor Recreation. On the day of the inspection, workers were in the process of installing a rubber basketball court in the new gymnasium. During the previous CIIC inspection of the facility in September 2005, LYC-PC staff relayed they would establish a partnership with the local Police Athletic League to allow the youth play at their local gym. Staff also considered using a vacant gymnasium in a local elementary school.

Reportedly, the new gym is in the final phase and was expected to be completed by the end of October 2010. When the gym is completed, it will have a full basketball court with two basketball hoops at each end and four half-court hoops for a total of six hoops. According to staff, the new rubber surface will be roughly the size of a junior high school basketball court. The court will be surrounded by two sets of bleachers. A music room will be located in the back of the facility for youth interested in expressing their talents during “music appreciation.”

Staff relayed that youth compete in a basketball recreation league against other institutions such as the Circleville Juvenile Correctional Facility and members of the Lighthouse Community Schools located in Cincinnati, Ohio. In addition to basketball recreation leagues, LYC-PC youth also participated in the “Gus Macker Basketball Invitation” in Chillicothe, Ohio.

SECTION VII. PROGRAMS

A. EDUCATIONAL PROGRAMMING

According to information provided by staff, LYC-PC staff provide an alternative education program for youth offenders in grades 9-12. The school, known as the Paint Creek Academy of Ross County, is a charter school that is certified by the Ohio State Board of Education. Reportedly, funding is provided for the school by the Ross Pike Educational Service Center. According to the information received from staff, the most recent re-certification occurred on July 1, 2009. As stated in their Client Handbook, LYC-PC staff established the following objectives for their education program:

- To overcome student deficiencies in reading and math.
- To provide credit in math, science, English and social studies for students wishing to return to a traditional school setting.
- To prepare students for the GED.
- To provide students with independent living, employment readiness, life and social skills.
- To prepare advanced students to take college entrance examinations (ACT/SAT), to provide these students with college orientation and to assist in the college admission process.

The education building at LYC-PC is located in a trailer near the back of the compound. The trailer was air-conditioned and appeared to be very clean. One classroom was a computer lab and included a bank of modern computers. Staff relayed that although they do not currently employ a computer instructor, the other teachers make good use of the technology. Staff also relayed that LYC-PC received a grant to place “SMART Boards” in every classroom. The English room consisted of two computers and room for 12 to 14 students.

During the inspection, staff relayed that LYC-PC youth had a GED graduation rate of 75 percent for the 2009-10 school year. According to the most recent data provided by staff, 53 of the 54 youth that were discharged from LYC-PC attained their academic goal. Reportedly, 35 youth returned to high school in their local community representing 66 percent of the total. Additionally, 10 youth (19 percent) earned their GED, seven youth (23 percent) received their high school diplomas, and one youth was waiting to re-take the GED. Table 4 in the appendix provides additional information regarding the academic achievements of the youth.

1. Art Cabin

The art cabin located across from the dining hall was a large area separated by cabinets to divide into two areas. The cabin also consisted of a kiln, two bathrooms, a storage room, and several sets of tables and chairs. Paint supplies were also around the room as well as balloons that were covered in paper Mache.

Several miniature wooden sailboats were on the tables. Reportedly, the youth make the boats to participate in a sailboat race sponsored by a local organization called “Friends of Lighthouse” that volunteers time with the youth. Friends of Lighthouse also sponsors a pinewood derby race in the winter.

Thirteen acoustic guitars lined the walls of the front of the room. A Case Manager currently runs a guitar class for interested youth. Reportedly, a Case Manager that had a minor in art originally ran classes but the facility has since hired a highly qualified art teacher who has concentrations in ceramics and photography, so there are classes for both available to the youth.

B. LIBRARY

During the inspection of the library, CIIC observed books neatly stacked on the shelves. The library had separate sections labeled for African-American and Hispanic interests. The library was spacious and appeared to be organized. The library was quite large for such a small facility.

C. VOCATIONAL PROGRAMS

Staff relayed that LYC-PC offers a Horticulture program to youth. The greenhouse is located outside of the education building. During the inspection of the greenhouse, staff relayed that the horticulture program grows and sells approximately 1,000 flower pots. The flower pots feature hardy mums that bloom annually in September. In addition to producing flowers, youth also grow vegetables, such as the lettuce used to make the dinner and lunch salads. The horticulture program also provides landscaping for the compound. The landscaping was very neat. During the inspection of the greenhouse, CIIC observed a fish tank that contained tilapia. Reportedly, LYC-PC is not allowed to process and sell the fish. However, the facility can use the fish for youth meals.

SECTION VIII. CIIC CONTACTS AND CONCERNS

From January 1, 2009 through September 20, 2010 a total of 16 contacts were received by CIIC regarding ODYS facilities. Those 16 contacts reported 77 concerns. The contacts were received in the form of letters from youth and phone calls from concerned family members. The most contacts received from one ODYS institution were eight contacts containing 32 concerns from youth at Ohio River Valley Juvenile Correctional Facility. Out of all CIIC contacts regarding ODYS facilities, most were in regard to **Supervision** with a total of 25 reported concerns. Concerns associated with Supervision include unprofessional conduct, abusive language, racial or ethnic slurs, unjustified conduct reports, and intimidation/threats.

The Lighthouse Youth Center at Paint Creek had no reported concerns to the CIIC through September 20, 2010. On many occasions, communication to CIIC from the ODYS Juvenile facilities often increases following inspections when youth are informed of how to contact CIIC. **It should be noted that CIIC has not received any communication regarding concerns at the Lighthouse Youth Center since September 30, 2005.** The communication received on September 30, 2005 was in regard to healthcare, force supervision, and staff accountability. CIIC received the communication occurred 22 days after CIIC inspected the facility on September 8, 2005. The lack of communication from LYC-PC could be a reflection of the relationship that staff have with the youth. A conclusion cannot be made based on the date and number alone. However, as mentioned in the summary, the interaction between the youth and the Lighthouse staff was very positive.

SECTION VII. APPENDIX

Table 1. LYC-PC Youth Admissions April 1, 2010 to August 19, 2010			
Admissions	Category	Number	Percent
Client Type	Non-Sex Offenders	44	73.0%
	Sex Offenders	16	27.0%
	Sub Total	60	100.0%
Referral Sources	ODYS	47	78.0%
	MCJC*	6	10.0%
	Other Counties	4	7.0%
	HCJC**	3	5.0%
	Sub Total	60	100.0%
Race/Ethnicity	African-American	39	65.0%
	White/Non-Hispanic	19	32.0%
	Bi/Multi-Racial	2	3.0%
	Hispanic	0	0.0%
	Other (Native American)	0	0.0%
	Sub Total	60	100.0%

*- Montgomery County Juvenile Court

** - Hamilton County Juvenile Court

Table 2. LYC-PC Youth Incidents April 1, 2010 to August 19, 2010	
Incident Type	Number
Non-Emergency Medical	246
Time Outs	138
Off Grounds	106
Other Non-Reportable Incidents	88
Off Grounds with Medical Restraints	68
STG Warnings/Critical	15
Emergency Medical	14
Physical Restraints	6
Destruction of Property Less than \$300	3
Minor Staff Injuries	3
Total	687

Table 3.
LYC-PC Youth Satisfaction Survey
April 1, 2010 to August 19, 2010

Category	Never	Sometimes	Usually	Always
The staff of LYPC treats me in a caring and respectful manner.	2.0%	17.0%	41.0%	40.0%
LYCPC staff is willing to see me as often as necessary.	0.0%	31.0%	43.0%	26.0%
The services I receive from LYCPC help make my life better.	2.0%	24.0%	28.0%	47.0%
LYCPC staff members create a positive atmosphere in which to stay.	0.0%	14.0%	38.0%	48.0%
The staff of LYCPC is respectful of my lifestyle and cultural background (including race, ethnicity, sexual orientation, religion, etc.)	0.0%	16.0%	24.0%	60.0%
Staff members take my strengths, needs, abilities and preferences into account when we are developing goals and plans to achieve them.	0.0%	25.0%	41.0%	34.0%
The staff members at LYCPC appear to communicate effectively with each other.	0.0%	18.0%	32.0%	50.0%
The staff of LYCPC listens to me and understands my situation.	11.0%	26.0%	39.0%	24.0%

Table 4.
LYC-PC Youth Academic Achievement
April 1, 2010 to August 19, 2010

Admissions	Category	Number	Percent
Number of Youth that obtained their academic goal	Returned to High School	35	66.0%
	Earned GED	10	19.0%
	Received High School diploma	7	13.0%
	Waiting to re-take GED	1	2.0%
	Sub Total	53	100.0%
Referral Sources	ODYS	46	85.0%
	MCJC*	5	9.0%
	HCJC**	2	4.0%
	Other Counties	1	2.0%
	Sub Total	54	100.0%

*- Montgomery County Juvenile Court

**- Hamilton County Juvenile Court

Table 5. LYC-PC Youth Discharges April 1, 2010 to August 19, 2010			
Discharges	Category	Number	Percent
Client Type	Completed Program	20	37.0%
	Transfers with recommendation from program	14	26.0%
	Early release against recommendation of program	13	24.0%
	Authority release against recommendation of program	7	13.0%
	Sub Total	54	100.0%
Referral Sources	ODYS	46	85.0%
	MCJC*	5	9.0%
	HCJC**	2	4.0%
	Other Counties	1	2.0%
	Sub Total	54	100.0%

*- Montgomery County Juvenile Court

**- Hamilton County Juvenile Court