

Accountability Report Transmittal Form

Agency Name John de la Howe School

Date of Submission September 15, 2004

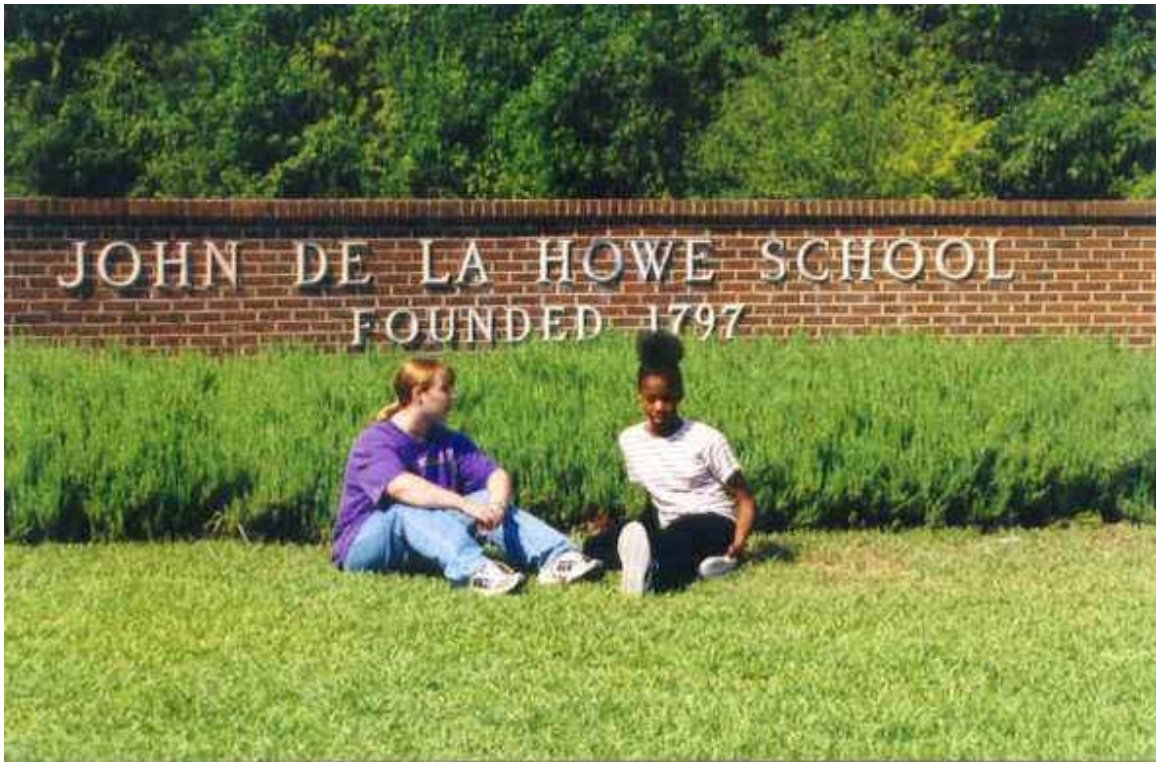
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John de la Howe School

“South Carolina’s Home For Children”



Annual Accountability Report
Fiscal Year 2003-2004

Executive Summary

1. Mission and Values:

Mission

John de la Howe School, a state-supported residential group childcare agency since 1918, was founded in 1797 through the Will of Dr. John de la Howe. The agency mission is to strengthen children and families from South Carolina who are experiencing difficulties to the extent that planned separation is necessary.

Values

Advocacy: A strong advocate who protects the rights and needs of the children of South Carolina who are in the care of John de la Howe School

Excellence and Creativity: Develop a creative environment that leads to excellence in services and outcomes

Honesty-Truth-Integrity: To lead by example through honesty, integrity, and truth: for example, respecting rights of others, providing healthy guidelines for students, maintaining confidentiality.

Responsibility and Accountability: To demonstrate responsibility and accountability for the agency's children by following through on tasks, reporting outcomes and developing programs, and promoting communication of actions in place to provide services by John de la Howe School

2. Major achievements from past year:

Our major achievement during the year was the solid dedication of our employees to help kids. The year started with a 10-day furlough and a large reduction in general funds appropriation. Several positions remained unfilled and the staff we had had to carry the extra workload.

The staff continued to serve the children and families during an unusual time for the agency. There were many major distractions and concerns on the agency externally and internally that could have made many employees want to leave. However, they knew and believed in what we do for kids and stayed with us.

Staff contributions remain the most important asset of John de la Howe School. Services for children and families include: academic instruction, therapeutic interventions, and social skill training to assist students in achieving their educational, behavioral and emotional goals. Parents and guardians who enrolled their child at John de la Howe School report an improvement in the child's social skills and academic achievement resulting in a high level of satisfaction with the services provided. We initiated four parent education groups to enhance our work with families.

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The L.S. Brice School on the John de la Howe Campus received the Palmetto Gold Award for exceptional student academic performance from the South Carolina Department of Education. On the Annual School Report Card the L.S. Brice School earned an Absolute Rating of “Excellent”, indicating the school’s performance substantially exceeded the standards for progress toward the 2010 South Carolina Performance Goal. The school also received an Improvement Rating of “Good”, as the school showed substantial improvement in the achievements of students on the exit exam. Of the students taking the 10th grade exit exam (HSAP), 92% passed the reading and writing portions of the test and 62% passed the math portion. Two teachers at the school earned their National Board Certifications bringing the total of National Board Certified teachers to four.

3. Key strategic goals for the present and future years:

John de la Howe School developed and organized key strategic goals through the process of updating the 1996-2001 Strategic Plan. Listed are the key goals (objectives) and their titles for 2001-2006.

REPUTATION: To enhance the reputation of John de la Howe School with the Governor’s Office, legislators, state agencies, other child care agencies and the families of South Carolina by aligning the agency goals with those presented by the Legislature and through the development of a strategic plan which helps to achieve the mission of the Agency.

CHILD CENTERED: To meet identified needs of the children and families we serve through continual assessment of performance measures established in the strategic plan.

HERITAGE: Utilize the natural and cultural resources to preserve the spirit of the Will of Dr. John de la Howe while meeting the needs of the agency’s clients.

4. Opportunities and barriers that may affect the agency’s success in fulfilling its mission and achieving its strategic goals:

The primary barrier impacting the agency is the depressed economy and subsequent reductions of state appropriated funds. The effect of these reductions is that retention and recruitment of staff that work directly with the students, and other positions within the agency, has become more difficult/challenging. Potential employees do not perceive state government as a stable and secure work environment. Current employees are disappointed with diminishing benefits and are aware that their salary/compensation is not competitive with similar positions in the private sector. Reductions in the budget have also decreased the resources available for daily operation of the agency and services to children and families.

One barrier is our limited resources do not allow our increasing the awareness of our services to more groups and agencies across the State. We are continuing to send out

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information to many agencies and family groups. However, we are using the recent political debate on our existence to educate many people.

Some parents were unsure about sending their children here because of the questions of our future funding. However, we found that the parents of the children were some of our greatest advocates to the legislature. These parents had first hand knowledge of our services.

Another barrier is that students have become associated with funds for public schools to develop alternative programs. These new organizations develop services that draw away from referral sources we have developed over time.

There are several opportunities for John de la Howe School as the agency seeks to fulfill its mission. Achievement awards and certifications are being utilized to encourage staff members to participate in professional development activities. The awards provide recognition for staff and acknowledge their hard work and dedication to the agency. The outcome of this recognition is an improvement in staff morale. The agency has developed collaborative agreements with other state agencies, as outlined in category 7. Through these agreements employees are able to participate in training and certification opportunities away from the agency otherwise unavailable due to cost.

5. How the accountability report is used to improve organizational performance:

The Accountability Report is a useful tool for the John de la Howe School Board of Trustees and senior leaders to review the operation of the agency. While the development of performance indicators continues to evolve, the collection of data has provided significant information to assist in making agency-wide decisions. An additional benefit of the Accountability Report and collection of data is that the agency's managers are also developing the ability to review information and make decisions based on trends and facts.

Business Overview

1. **Number of Employees:** 100

2. **Operation locations:** John de la Howe School is located on 1216 acres in Northwest McCormick County.

3. **Expenditures/Appropriations Chart:**

Base Budget Expenditures and Appropriations

<i>Major Budget Categories</i>	02-03 Actual Expenditures		03-04 Actual Expenditures		04-05 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$3,164,427	\$2,835,357	\$2,663,788	\$2,405,983	\$2,287,820	\$2,003,816
Other Operating	\$904,386	\$602,933	\$805,928	\$596,998	\$933,814	\$556,272
Special Items	\$0	\$0	\$0	\$0	\$0	\$
Permanent Improvements	\$152,567	\$0	\$195,980	\$0	\$0	\$0
Case Services	\$3,614	\$0	\$1,975	\$0	\$3,000	\$0
Distributions to Subdivisions	\$0	\$0	\$0	\$0	\$0	\$0
Fringe Benefits	\$1,005,111	\$910,241	\$895,661	\$818,639	\$781,257	\$691,421
Non-recurring	\$1,504	\$0	\$14,103	\$0	\$0	\$0
Total	\$5,231,609	\$4,348,531	\$4,577,435	\$3,821,620	\$4,005,891	\$3,251,509

Other Expenditures

Sources of Funds	02-03 Actual Expenditures	03-04 Actual Expenditures
Supplemental Bills	\$0	\$0
Capital Reserve Funds	\$0	\$0
Bonds	\$0	\$0

Interim Budget Reductions

Total 02-03 Interim Budget Reduction	Total 03-04 Interim Budget Reduction
\$353,981	\$32,844

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4.

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 02-03 Budget Expenditures	FY 03-04 Budget Expenditures	Key Cross References for Financial Results*
III. Children's Services	This department is the major program that addresses our agency's mission. It consists of five program areas: Cottage Life, Social Services, Medical Care, Family Enrichment and Activity Therapy.	State: 1,517,633.00 Federal: Other: 115,271.00 Total: 1,632,904.00 % of Total Budget: 32.2%	State: 1,146,058.00 Federal: Other: 58,527.00 Total: 1,204,585.00 % of Total Budget: 27.6%	
II. Education	This department will provide appropriate educational services to students in grades 5-10 who are placed in the care of the agency. All teachers and staff are certified and the school is accredited by the SC Dept. of Education.	State: 554,746.00 Federal: 41,992.00 Other: 198,174.00 Total: 794,912.00 % of Total Budget: 15.6%	State: 549,287.00 Federal: 35,215.00 Other: 195,320.00 Total: 779,822.00 % of Total Budget: 17.9%	
IV. Support Services	This department consist of business operations, building and grounds, dietary operations, moter vehical operations, laundry, supply, and housekeeping. These departments supports the overall programs of the agency.	State: 1,065,174.00 Federal: 69,670.00 Other: 196,652.00 Total: 1,331,496.00 % of Total Budget: 26.2%	State: 1,066,628.00 Federal: 53,161.00 Other: 127,191.00 Total: 1,246,980.00 % of Total Budget: 28.5%	
I. Administration	This department consist of the office of the Superintendent, Human Resources, Public Relations, Staff Development, and Information Technology. It provides the overall leadership for the agency.	State: 299,231.00 Federal: Other: 13,884.00 Total: 313,115.00 % of Total Budget: 6.2%	State: 226,906.00 Federal: Other: 13,398.00 Total: 240,304.00 % of Total Budget: 5.5%	

Below: List any programs not included above and show the remainder of expenditures by source of funds.

Remainder of Expenditures:	State: 910,241.00	State: 818,639.00
V. Employee Benefits	Federal: 14,952.00	Federal: 11,241.00
	Other: 79,918.00	Other: 65,781.00
	Total: 1,005,111.00	Total: 895,661.00
	% of Total Budget: 19.8%	% of Total Budget: 20.5%

* Key Cross-References are a link to the Category 7 - Business Results. These References provide a Chart number that is included in the 7th section of this document.

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5. Key customers segments linked to key products/services:

Key customers: On campus students

- ❖ Educational Services: Students in grades 5-10 attend the on campus school, L.S. Brice School, students in grades 11-12 attend McCormick High School
- ❖ Individual Counseling: Students see Clinical Therapists biweekly for individual counseling
- ❖ Group Counseling: Students participate in group counseling sessions on at least a daily basis
- ❖ Activity Therapy: Students participate in therapeutic activities three hours a day, four days a week.
- ❖ Challenge Course: Students participate in 40 hours per academic year

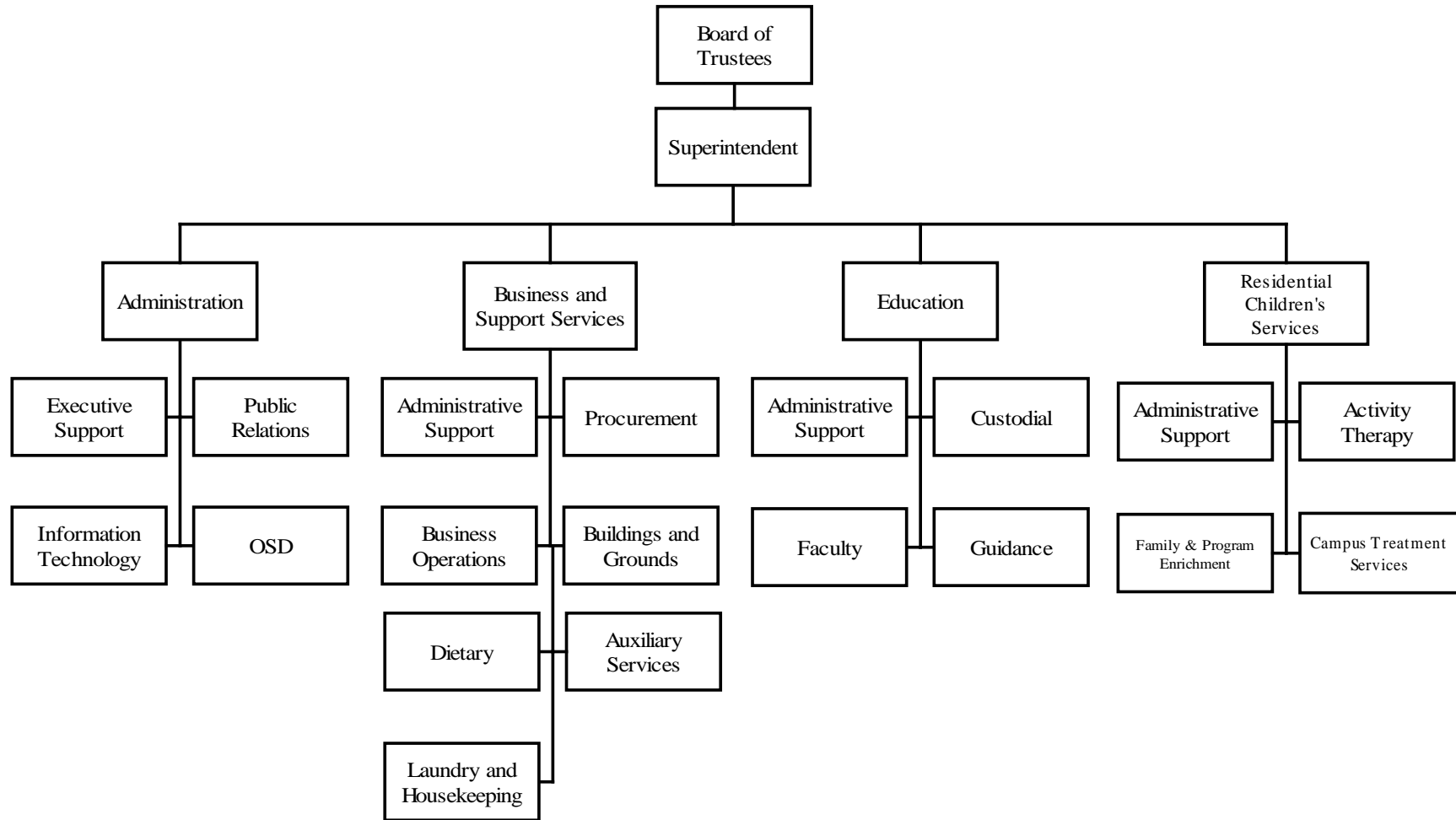
Key customers: Families

- ❖ Parent Education Workshops
- ❖ Parent Advisory Council
- ❖ Parent/Child Challenge Course
- ❖ Plan of Care Meetings

6. Key Stakeholders (other than customers): Partners also include other state agencies, Legislators, Volunteers, Taxpayers and Alumni

7. Key suppliers: Families throughout the state of South Carolina, Department of Mental Health, Department of Juvenile Justice, Department of Social Services, Public Schools and Private Schools

8. Organizational structure:



1.0 Leadership

1.1 How do senior leaders set, deploy and communicate:

Short and long term direction: Under the direction of the John de la Howe School Board of Trustees, the Senior Management Team of the agency is responsible for setting, deploying and communicating the agency's direction, establishment of agency goals and monitoring performance. The Senior Management Team is led by the Superintendent and is composed of the directors of the departments: Education, Residential Children's Services, and Business and Support Services. This group utilizes the strategic planning process to achieve the vision, mission and goals of the agency. The role of the Board of Trustees is to develop policy direction for the agency; it is the responsibility of the Senior Management Team to work with the strategic planning process.

Communication to employees begins with distribution of the strategic plan to all staff members of the agency. In addition direction is provided through agency-wide meetings, departmental meetings, written communications, team meetings and the Employee Performance Management System (EPMS).

Performance expectations: These expectations are set at all levels of the agency and are based on key goals listed in the strategic plan. Tracking measures with a balanced Scorecard monitors performance. The agency is continuing to review the performance indicators and make improvements in the measures that are being utilized.

Organizational Values: Members of the Board of Trustees along with the Superintendent articulated the practiced values of the agency during the Strategic Plan update sessions. The values for the agency are routinely practiced by a majority of the staff, therefore, acceptance and deployment was nearly effortless. These values represent the guiding principles for effectively working with our clients and the agency is committed to follow them as we carry out our mission.

Empowerment and Innovation: The agency uses a variety of methods to empower the staff members in accomplishing their duties. This begins with the Senior Management Team using the Strategic Plan and communicating the direction and plans of the agency. Staff members are able to recognize how their responsibilities assist in accomplishing the mission of the agency. They are encouraged to identify opportunities and barriers and discuss these with members of the Senior Management Team. Another avenue for empowering staff is the development of teams to address problems specific to the agency. The Senior Management Team or the Superintendent can sponsor these teams. They are given a charter with a goal and direction on what should be accomplished with the authority to make recommendations directly to the Senior Management Team. The team is encouraged to develop innovative solutions to the problem and map out the path necessary to implement the solutions they have recommended. It is the belief of the Senior Management Team that the employees who will be doing the work have a better

understanding of what needs to be accomplished and should be included in the problem-solving process.

Employee Learning: Training opportunities are evaluated by what the employees are required to have by law or a regulatory body, what the employees need to be effective in their positions and what would benefit the agency but is not necessary. John de la Howe School employees can present much of the training that is required by regulatory bodies. A training curriculum (HOWE University) provides the instruction deemed critical for staff performance in the cottage setting. In addition Senior Counselors provide feedback and model appropriate strategies to less experienced counselors for working with the students.

Ethical Behavior: New staff members learn about ethical behavior with clients through a mentoring experience, training required by South Carolina Law, and training regarding DSS licensing requirements. All staff are oriented with the State Office of Human Resources EPMS system which sets and enforces standard operating practices in this area.

1.2 How do senior leaders establish and promote a focus on customers and other stakeholders?

The focus on customers is established through the agency's strategic planning process and identified in the Strategic Plan as Child Centered. The agency also promotes customer focus through parent advisory meetings, Individual Plan of Care meetings, and surveys. The information from these sources is used to refine programs ensuring they meet the needs of the students.

1.3 How do senior leaders maintain fiscal, legal, and regulatory accountability?

The agency works with the following agencies individually at least annually and throughout the year in some cases to ensure appropriate laws and regulations are adhered to. We meet with the Department of Social Services for licensure regulations; the State Fire Marshal's Office and the Energy Office for facility safety; the Department of Health and Environmental Control for health and sanitary issues; the State Auditor's Office, the Comptroller General's Office and various offices of the Budget and Control Board for financial and accountability issues. The agency meets the requirements by these agencies.

1.4 What key performance measures are regularly reviewed by your senior leaders? (Actual results are to be reported in Category 7).

Key measures for the agency are tracked on the Scorecard and School report Card. These measures are submitted weekly, quarterly and annually to be reviewed by the Senior Management Team. They include student performance data, enrollment data, audit reports, EPMS data and customer satisfaction.

1.5 How do senior leaders use organizational performance review findings and employee feedback to improve their own leadership effectiveness and the effectiveness of management throughout the organization?

Senior Management Team members use a continual review process to assess areas that are in need of improvement. Once they identify opportunities for improvement a plan is generated for improved work activities that will achieve the agency's goals.

1.6 How does the organization address the current and potential impact on the public of its products, programs, services, facilities and operations, including associated risks?

The organization considers the impact on the public and attempts to gain a better perspective through open meetings with community groups, developing relationships with local government officials to allow candid feedback, and participation in community events. John de la Howe School sponsors annual events such as the Dairy Festival, Harvest Festival/Barnyard Party and Lights for Children Christmas event to encourage members of the community to interact with students and staff.

John de la Howe School is a member of the Heritage Corridor Farmers Association. This association is made up of farms and agricultural partners located within the fourteen counties of the South Carolina National Heritage Corridor. The goal of the association is to provide a fun, family-oriented, educational experience to those who participate in the National Heritage Corridor.

1.7 How does senior leadership set and communicate key organizational priorities for improvement?

Organizational priorities are established primarily through the strategic planning process along with continual assessment of internal and external factors impacting the agency's performance. These factors include the economy, regulatory restrictions and qualified candidates seeking employment opportunities for employing qualified individuals. Priorities are communicated through formal interaction during Senior Management team meetings, department, supervisory and team meetings and written documents.

1.8 How does senior leadership and the agency actively support and strengthen the community? Include how you identify and determine areas of emphasis.

The senior leadership of John de la Howe School is committed to the community and displays their commitment through participation. Examples of involvement by senior leaders include involvement in the SC State Government Improvement Network, working collaboratively with local school districts to provide ADEPT training and develop grants

to enhance academic programs, attendance at ADO and DDO events, leadership roles in local PTO and relationships cultivated with other state agencies including; Office of Human Resources, Department of Natural Resources, Department of Probation, Parole and Pardon, Clemson University-Youth Leadership Institute, Department of Social Services, Department of Mental Health, and Department of Education. The agency is in the initial stages of developing contractual relations with the Department of Health and Human Services.

2.0 Strategic Planning

2.1 What is your Strategic Planning process, including participants, and how does it account for: Customer needs and expectations, Financial, societal and other risks, Human resource capabilities and needs, Operational capabilities and needs, and Supplies/contractor/partner capabilities and needs?

John de la Howe School updated the Strategic Plan during FY00/01. The mission statement was in place and the values, objectives and action items were developed based on a situational analysis. John de la Howe School's mid-management staff participated in the development of the action items. The Superintendent developed the vision for the agency.

Ongoing communication with stakeholders and customers was systemized through the implementation of the Scorecard with the intent to reduce the need for an environmental scan. In its second year of deployment, the Scorecard provided a balanced foundation from which data based decisions can be made regarding students and families, financial risks, human resources, and operation. In its third year of deployment, the Scorecard measures were reassessed for validity and reliability. Now in its fourth year of development, the Scorecard measures have proven invaluable in making decisions in meeting customer needs and expectations.

Human Resources capabilities and needs were considered during the action item portion of the strategic planning sessions. Timeframes were attached to each action item, which allowed the lead department to address workload considerations. The plan is a three to five year plan and was designed as a flexible document where adjustments for activities were based on financial and/or environmental changes that affect the agency.

2.2 What are your key strategic objectives?

The key strategic objectives are child centered, staff, accountability, safety, managers, flexibility, revenue generation, growth, reputation, and alumni.

2.3 How do you develop and track action plans that address your key strategic objectives? Note: Include how you allocate resources to ensure accomplishment of your action plans.

Action plans were developed based on the objectives and the strengths and weaknesses portion of the situational analysis. For instance, employee retention of counselors was a concern. As a result, action items were created to address an employee feedback system and a training model. Performance indicators, presented on the Scorecard, support the objectives. To ensure accountability and responsibility, lead departments for objectives were assigned. Action items are tracked with corresponding due dates.

2.4 What are your key action plans/initiatives? (Address in Strategic Planning Chart)

Our key action plans/initiatives are: Public Relations, IPC and Treatment Goals, Historic record keeping, Managers, Retention and Development, Regularly scheduled all staff meetings, Flexibility of the Agency, Benchmarks, Licensing, Accreditation, Strategic Plan, Legislature, Safety, Alumni, Involve parents in the education process, and Increase staff development.

2.5 How do you communicate and deploy your strategic objectives, action plans and performance measures?

Strategic objectives, action plans and performance measures are communicated to staff during an opening staff meeting at the beginning of each year, at a mid-year meeting, and again at an end-of-the-year meeting. Monthly department meetings are used to share communication concerning the strategic plan in specific departments. Senior Management Team and middle management meetings are held weekly to review and measure implementation status.

2.6 If the agency's strategic plan is available to the public through the agency's Internet homepage, please provide an address for that plan on the website.

John de la Howe School's strategic plan is not available on the website.

3.0 Customer Focus

3.1 How do you determine who your customers are and what their key requirements are?

John de la Howe School's key customers are defined as children and their families in the Mission Statement of the agency. They were identified as the customers again during the strategic plan update sessions. These two broad categories are the people who directly benefit from services the agency provides. The table (Table 3.1) shows demographic information regarding students.

During the strategic plan update sessions, the Board of Trustees and Superintendent completed an activity addressing customers’ key interests. Families care about their child’s environment, that it be safe, caring, and disciplined. Families want their child to experience academic success and behavior change. Families do not want to be judged, they want to be accepted and understood; they want to receive parenting tips from skilled professionals to apply when their child returns home. Students care about safety and security. They want a stable environment that provides feelings of love and acceptance. Although the students do not initially enjoy structure and appropriate discipline, as they start to meet their Individual Plan of Care (IPC) goals they begin to appreciate the changed environment.

Demographic: Student	
Race	
Caucasian	44%
African American	50%
Other	6%
Sex	
Male	64%
Female	36%
On Psychotropic Medication	44%
DSM-IV Dx	58%
On Medication, no DSM-IV Dx	8%
With LD or EH	22%
Mental Health Patient	7%
Medicaid	53%
Grade Level Status	
Below Grade Level	68%
At Grade Level	32%

Table 3.1

3.2 How do you keep your listening and learning methods current with changing customer/business needs?

The agency uses a variety of methods to determine customer and business needs. These methods include surveys, parent advisory meetings, behavior assessment tools, results from standardized testing, feedback from regulatory bodies, interviews with students and parents, monitoring societal trends and participation in training or workshops related to specific professional fields. We compare the information we receive to our strategic goals and objectives to determine if changes are necessary in order to meet the needs of our students and families.

3.3 How do you use information from customers/stakeholders to improve services or programs?

Information from customers and stakeholders is processed informally within the specific department it relates to. The information is compared to current activities to determine if a change is desired and the department assesses the potential to make such a change. Training and supervisory strategies are adapted to meet any new requirements and the menu of services offered is modified reflecting enhancements or improvements as a result of information received. It is a goal of the agency to formalize the process, and develop a means to communicate adaptations, so all departments within the agency and customers are aware of improvements in services.

3.4 How do you measure customer/stakeholder satisfaction?

Customer satisfaction is measured through surveys, scheduled and impromptu meetings, suggestion boxes, Parent Advisory Council and Open House Events.

3.5 How do you build positive relationships with customers and stakeholders? Indicate any key distinctions between different customer groups.

In order to build positive relationships with customers and stakeholders, John de la Howe School's leadership identified customers and stakeholders during strategic planning sessions. Relationship building with students is slightly different than relationship building with families, because interests are different.

Relationships begin to develop with families when they first visit the campus. They are greeted by a member of staff and given a tour of the facilities. Families eat in the cafeteria, visit cottages, and walk through the school. Throughout the placement period of the child, family involvement is an expectation and requirement.

Focusing on the needs of the child develops positive relationships with students. When a child is placed, he or she experiences many feelings ranging from anger to insecurity. Continuity of staff is beneficial to the adjustment process and future development of the child. Structure, consistency, and professionalism from the staff establish an environment of growth and development.

Another key stakeholder is the Alumni Association. John de la Howe School was once their home. They want to continue involvement and help where they can. The Alumni Association is actively involved with school activities and supports the agency's mission, when possible.

4.0 Measurement, Analysis, and Knowledge Management

4.1 How do you decide which operations, processes and systems to measure for tracking financial and operational performance?

The Baldrige Criteria for Performance Excellence was the primary model used to determine which operations, processes, and systems to measure. A balanced scorecard was designed to provide performance measures that were directly aligned with the agency's objectives identified in the Strategic Plan. The Scorecard includes metrics for the agency's key business drivers and support business drivers. All performance indicators listed on the Scorecard directly link to the Strategic Plan.

4.2 What are your key measures?

The key measures as indicated on the Scorecard are: number of presentations/attendance, tours/ attendance and events/ attendance; successful homestays; IPC goals; use of resources for academic purposes; employee satisfaction; number of CAP recipients; Response to the parent survey; new services; number of students served; intake cycle time; number of DHEC infractions; results from DOE audit; number of staff injuries; money paid on workers compensation claims; percentages of alternative sources of funding; DSS licensure process; number of alumni in association/new membership.

4.3 How do you ensure data integrity, timeliness, accuracy, security and availability for decision-making?

In many parts of the organization, data integrity is ensured through the use of standardized data collection practices. In addition, the agency uses standardized software, such as Kids Integrated Data Systems (KIDS) provided through the South Carolina Association of Children's Homes and Family Services and the Human Resources Information System (HRIS) provided by the Office of Human Resources. Using software programs encourages consistency in data entry; thus, providing more reliable data output. As the agency continues to improve processes and apply appropriate process management practices, data quality will continue to improve.

Key performance indicators such as Individual Plan of Care (IPC) Goals, Homestay Evaluations, and Shift Summaries, were modified resulting in a series of Excel spreadsheets designed to improve data collection reliability.

4.4 How do you use data/information analysis to provide effective support for decision-making?

The agency uses data to determine progress toward goals identified in the Strategic Plan. If the information analysis presents a trend that is not moving toward the desired objectives, senior leaders review the information and direct adjustments in the agency's activities. The data is reviewed by department directors and findings are reported during Senior Management Team meetings and meetings of the Board of Trustees.

4.5 How do you select and use comparative data and information?

Comparative data and information are collected according to our key indicators. The collection and appropriateness of comparative data is sometimes difficult to obtain due in part to our unique mission in state government and geographical location. The agency attempts to collect comparative data, however, often times the factors or demographics of the populations compared are not similar enough to achieve an accurate picture.

4.6 How do you manage organizational knowledge to accomplish the collection and transfer and maintenance of accumulated employee knowledge, and identification and sharing of best practices?

Organizational knowledge is managed by utilizing experienced staff to compile staff handbooks and help develop best practices. The Senior Counselor position is utilized as a mentoring relationship with the new counseling staff. Experienced staff are utilized to develop and conduct trainings.

5.0 Human Resources

5.1 How do you and your managers/supervisors encourage and motivate employees (formally and/or informally) to develop and utilize their full potential?

During these difficult times in state government senior leadership utilized frequent and timely communication to discourage rumors that may cause staff to become disheartened about their future with the agency. This allowed the staff to remain focused on their duties because they were informed about obstacles facing the agency. In addition, senior leaders and managers write letters acknowledging accomplishments and special contributions of employees. These letters are made a permanent record in the employee's file. The EPMS is another source of recognition for employees who exceed expectations for their position in the agency. Utilizing the planning stage of the EPMS sets realistic expectations and encourages staff to continue their professional development. The agency has a minimum of four all-staff gatherings during the year. Senior leaders use these meetings to recognize staff members for their contributions or special accomplishments.

5.2 How do you identify and address key developmental and training needs, including job skills training, performance excellence training, diversity training, management/leadership development, new employee orientation and safety training?

John de la Howe School uses a systematic approach to determine training needs and development of employees with a “must have,” “need to have,” or “nice to have” matrix. “Must have training” is mandated by law or regulations, “need to have” is identified by the agency, as critical, “nice to have training” is important to the agency, however, attendance is dictated by funding. This structure is combined with a training request approval process.

The agency has developed a training model titled Howe University, which includes an orientation program, award programs for some disciplines within the agency, succession planning and career paths. This is used primarily for residential staff members. The Education program employs the ADEPT (Assisting, Developing, and Evaluating Professional Teachers) evaluation system, as well as guidelines for the federally generated No Child Left Behind legislation to determine appropriate training opportunities for the teaching faculty.

5.3 How does your employee performance management system, including feedback to and from employees, support high performance?

The key to effective utilization of the EPMS consists of linking job functions and goals to the mission and strategic plan of the agency. Clear measures for success are established with supervisors providing verbal and written feedback regarding progress toward goals.

5.4 What formal and/or information assessment methods and measures do you use to determine employee well being, satisfaction, and motivation?

The agency contracted with the State Office of Human Resources in 2000 to study possible causes for low counselor retention rates. The study revealed numerous concerns of staff resulting in frequent turnover among counselors. In order to track progress in these areas a formal employee satisfaction survey was developed, modeled after the 2000 retention study. This survey consists of 20 questions with a four-point Likert scale response and six open-ended (qualitative) questions. The survey is administered every other year with the next scheduled date for completion in 2004, however this survey will not be completed in time for this report. Figure 5.1a shows the process used to conduct the employee satisfaction survey.

Action	March	April	May	June
Preliminary letter sent to staff informing them of upcoming survey and describing the process.	↔			
Survey distributed and returned directly to the Election Commission for entry.		↔		
Data entry charts given to Dir. of OSD for analysis by Dept. and Agency totals.		↔		
Departmental and Agency-wide graphs and comments given to the Superintendent for review.			↔	
Agency-wide graphs presented to BOT.				↔
Agency-wide graphs mailed to all employees.				↔

Figure 5.1a

5.5 How do you maintain a safe and healthy work environment? (Include your workplace preparedness for emergencies and disasters.)

A safe and healthy work environment is encouraged with an open door reporting system of any unsafe practices to a safety coordinator. Delivery of the “must have” courses such as First Aid/CPR and Blood Borne Pathogens resulted in 100 percent participation of staff members. All efforts to provide a safe environment for students and staff are encouraged.

To enhance the safety of staff and students, the agency cultivated a relationship with Cornell University to present Therapeutic Crisis Intervention (TCI) training. Therapeutic Crisis Intervention (TCI) training is designed to help staff communicate effectively, intervene appropriately, and deescalate a student in a crisis situation. It also teaches a safe and therapeutic process to physical intervention as a last resort. The course focuses on communication skills and techniques to listen and assist young people with decision-making and anger management.

The TCI course is considered “need to have” training, and although presenting TCI to counseling staff has been in effect for many years, the direct relationship with Cornell provided consultation and the development of additional trainers to deliver TCI training to our staff members.

5.6 What activities are employees involved with that make a positive contribution to the community?

The staff of John de la Howe School works hard to instill a sense of community in the students and help them understand the responsibility of being a good citizen. The students have a regular schedule of visitation to the McCormick Health Care Center. Over the past several years students and staff have held fundraising events where money is raised to sponsor three children out of the country who are in desperate need (World Vision). Fundraising events for FY03/04 include providing assistance to needy families in the McCormick County area.

The agency facilitates a number of events annually which celebrate the heritage of the community and creates a non-threatening environment of community members to interact with the students and staff of John de la Howe School. Farm/City Days, the Barn Yard/Harvest Festival, and the Dairy Festival are excellent examples.

Many employees are active in local politics, church groups, and academic settings. Membership in professional associations is encouraged. Other employees volunteer their time in organizations such as local fire departments, McCormick Emergency Services, the McCormick County Literacy Association, McCormick County Senior Center, and the McCormick Chamber of Commerce. Collaborations with other state agencies such as the Department of Natural Resources; Department of Parks, Recreation, and Tourism; Department of Revenue; the State Election Commission; and the Office of Human Resources have provided all parties with needed resources.

6.0 Process Management

6.1 What are your key processes that produce, create or add value for your customers and your organization, and how do they contribute to success?

John de la Howe School's key business drivers are those activities that directly impact the students and their families. The Residential Children's Services Department and Education Department provide service delivery to the agency's primary customers. The Business, Auxiliary, and Support Services Department and the Administration Department provide support processes to the agency.

6.2 How do you incorporate organizational knowledge, new technology, changing customers and mission-related requirements, cost controls, and other efficiency and effectiveness factors into process design and delivery?

The development of a systematic approach to determining appropriate adjustments in work processes is in progress. Some changes have been initiated with limited investigation regarding the impact the revisions might have on the entire agency over a period of time. In contrast, the Residential and Education programs have established teams comprised of Unit Coordinators, Counselors, Clinical Therapists, Teachers and Activity Therapists to monitor the progress of students enrolled at John de la Howe School. The agency has used this model to design and monitor service delivery processes in the Residential Children's Services Department for a number of years.

To manage the intake process for information on students and families, the agency uses the KIDS program. This software has undergone several changes over the past few years. John de la Howe School staff continues to find new ways to extract meaningful information from this system.

6.3 How does your day-to-day operation of key production/delivery processes ensure meeting key performance requirements?

One example of key delivery process is the interaction between staff and students as staff members praise students for appropriate behavior or describe alternatives to inappropriate behavior. This delivery process is directly related to the key performance requirement of positively impacting student behavior and educational success. The L. S. Brice School faculty uses a similar delivery process as the Residential Children's Services Department communicate with each other and the students through a standardized conduct sheet. Behavior change is a difficult product to measure and a consistent, reliable instrument is necessary to detect such an intangible product. The agency uses the Child Adolescent Functional Assessment Scale (CAFAS) as one method to measure the key performance requirement of improved behavior. The CAFAS is administered by the agency's clinical therapists when a child becomes enrolled at John de la Howe School. It is administered again after three months, six months, and regular intervals thereafter if the student remains in the agency's care. Academic instruction, small teacher to student ratios, social skill instruction, and structured, supervised activities are all components of key delivery processes, which directly effect the achievement of key performance requirements. An Individual Plan of Care is created for each student and serves as a road map to coordinate the components of the delivery process and ensure that student receives the necessary services.

6.4 What are your key support processes, and how do you improve and update these processes to achieve better performance?

Key support processes for John de la Howe School include Information Technology, Human Resources, Finance and Facilities Maintenance. Information Technology supports all of the departments of the agency and plays a special role in tracking the behavioral improvements of our students. Performance enhancement is accomplished by a systematic monitoring and replacement of desktop computers and a cyclic rotation of servers. New equipment is purchased using a federal program for eligible schools title E-rate. Participation in the program allows the agency to acquire necessary hardware at a fraction of the retail cost.

Facilities management is a critical aspect of support for activities of the agency. Due to our rural location it is difficult to depend on outside vendors to perform maintenance activities. Therefore, our maintenance staff must stay abreast of developments regarding the upkeep of facilities and they provide routine preventive maintenance to prolong the life of equipment and structures on the campus. The structures must be in good working order to provide a safe location for the students we serve. In addition a deferred maintenance plan is projected for a five-year period. Permanent improvement expenditures are based on the greatest need, which is determined, by the condition of the structure and impact on the agency's programs.

In the Human Resources area, a less complex process is the flow process for training registration. Using techniques from Fourth Generation Management training, the process was flow-charted and areas of inefficiency were identified. Refinements were implemented based on input of the Senior Management Team and improvement was detected immediately.

6.5 How do you manage and support your key supplier/contractor/partner interactions and processes to improve performance?

The agency manages its relationships through open communication and reliance of regulations and standards. During FY01/02 the agency contracted with a vendor to repair the swimming pool. Swimming pool activities are designed for the children, providing recreation and reinforcement for positive behavior. The involvement between the Director of the Business, Auxiliary, and Support Services Department and the contractor has led to the much anticipated reopening of the pool.

John de la Howe School is directly involved with three regulatory agencies: Department of Social Services (DSS), Department of Health and Environmental Control (DHEC), and the State Fire Marshal. A long-standing relationship with these regulatory bodies enhances the licensure process.

7.0 Results

7.1 What are your performance levels and trends for the key measures of customer satisfaction?

Within our key customer group, John de la Howe School provides services to the community and general public. Below are output measures related to the public relations component of the agency.

The number of presentations given by agency representatives, the number of tours provided to organizations, and the number of events for which meeting space offered by the agency, are measures of “getting the word out.” This measure is linked with the objective *Reputation*. The graphs below (Figure 7.1a) show the number of presentations, tours, and events provided and the data captured by the agency. These numbers may fluctuate due to staff reductions, changes in event offerings, and reduction in services provided.

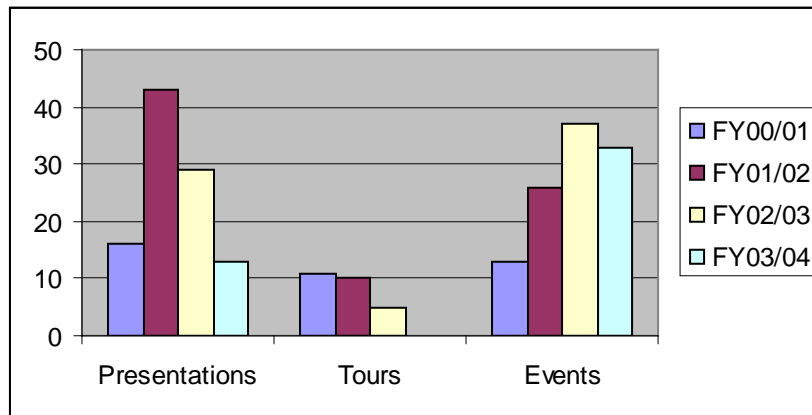


Figure 7.1a

The following graph (Figure 7.1b) shows the number of staff, students, volunteers, and visitors/community members participating in presentations, tours and events.

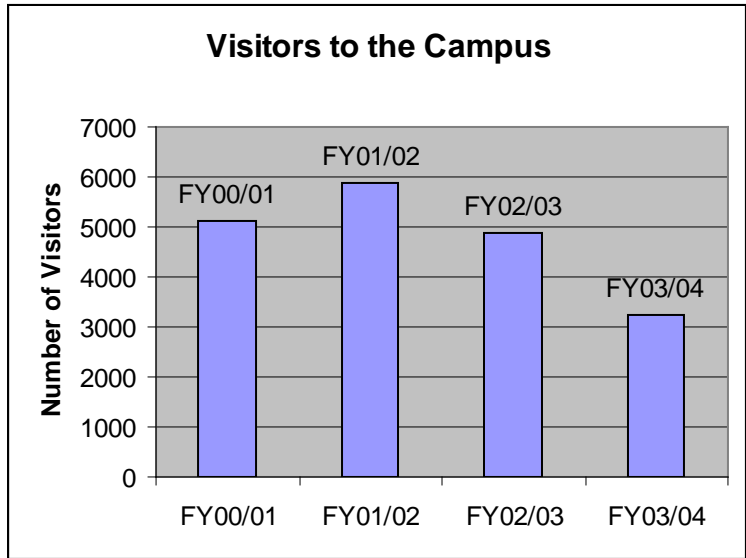


Figure 7.1b

To stay in contact with the community, John de la Howe School produces the *Quarterly Bulletin* newsletter. The newsletter is distributed to alumni, businesses, contacts, and friends of the school. Approximately 6,000 newsletters are mailed quarterly.

John de la Howe School appreciates and relies on the support it receives from its Alumni Association. The Alumni Association made up of former students throughout the United States contributes greatly to the children and events at the school. For instance they purchased cameras to assist in the production of the students' annual yearbook, a trailer for the Open Bass Tournament, and gifts for graduating seniors. Over the past four fiscal years, the Alumni Association has contributed \$50,869 to provide support to the children in John de la Howe School's care. The graph below (Figure 7.1c) shows the number of former students (alumni) enrolled in the school, who continue their relationship with the agency.

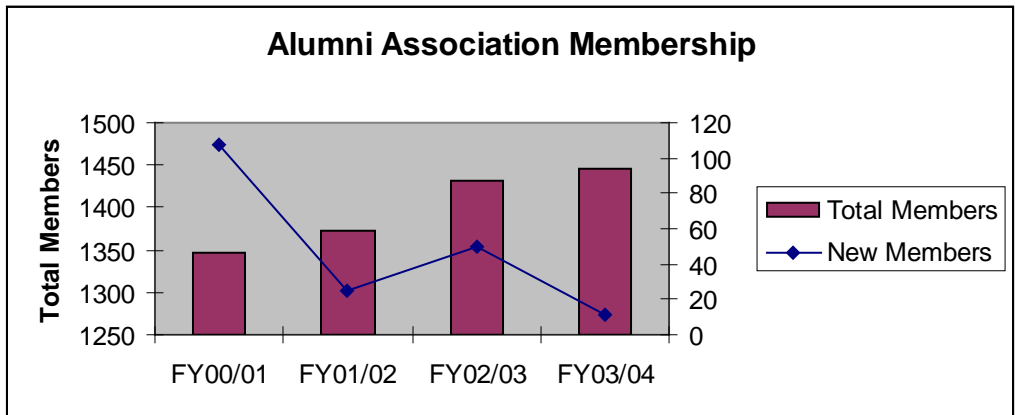


Figure 7.1c

7.2 What are your performance levels and trends for the key measures of mission accomplishment?

John de la Howe School has been able to maintain operations, providing quality services to students during budget cuts, vacancy freezes, and furloughs. With our primary mission being to provide therapeutic residential services to children from around the state we have focused on maintaining a quality direct care staff by providing them with support and training.

The campus program is designed for students at low to moderate levels who need behavior interventions. The measures for customer satisfaction go beyond a traditional customer survey. In addition to surveys, the agency collects data related to family participation, social assessments, and behavioral assessments. The agency has worked during the past year to develop and obtain more reliable and meaningful measures.

The following graph (Figure 7.2a) shows the average of successful homestays for the students. A homestay occurs when a student returns to his or her permanent residence for an extended period of time. The parents/guardians are asked to complete homestay evaluations, which are used as one indicator to determine the student's behavior improvement at home. Prior to the homestay, students set behavior goals. The parent/guardian and child assess his progress toward that goal while he is at home. The homestay evaluation also provides some information regarding the impact of family training that occurs through the Family Center. Successes during homestays suggest a change in the students' behavior and increased skill in the families' interaction.

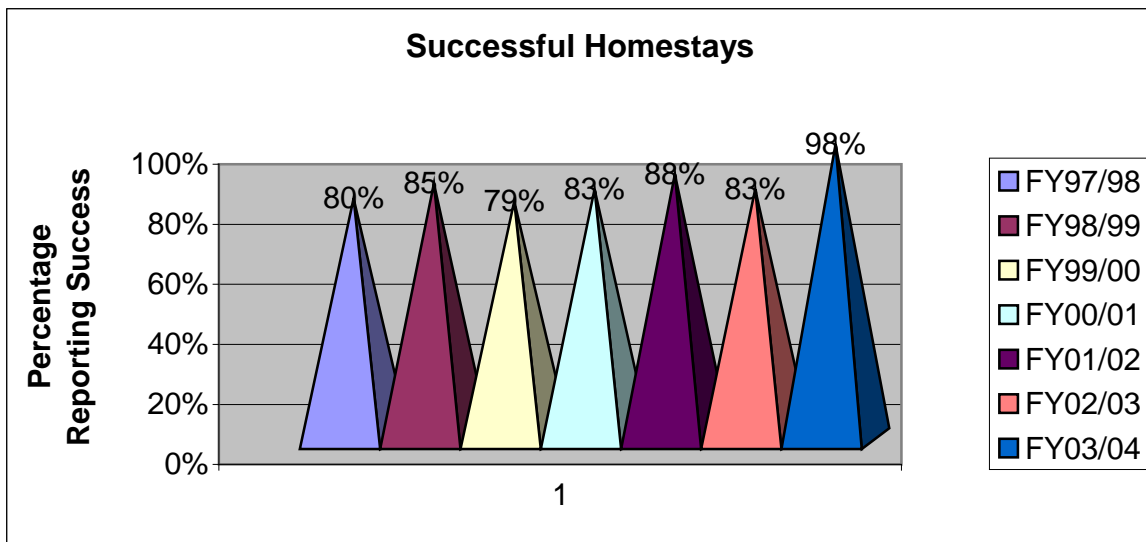


Figure 7.2a

The following graph (Figure 7.2b) displays the number of applications received in a fiscal year and the number of students admitted during that same fiscal year. The number of students admitted **does not** include students under the care of John de la Howe School on the first day of the year.

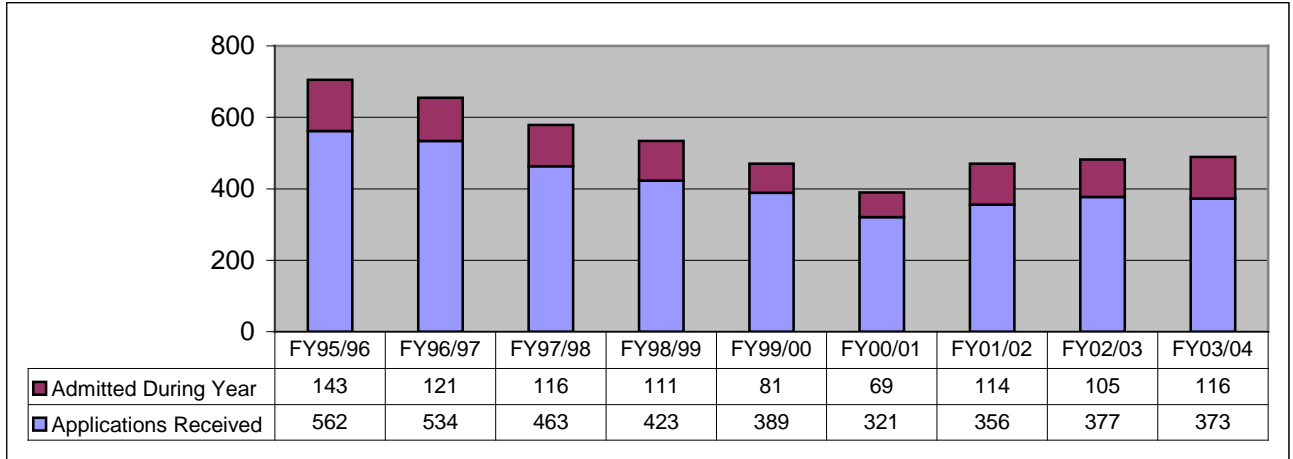


Figure 7.2b

The percentage of students placed at John de la Howe School based on the number of applications received is presented below. To provide a more accurate reflection of the number of students placed within a year, the number of pending applications on the first day of the year must be considered. The table below (Figure 7.2c) provides the total number of applications available for processing within a year and the percentage of students admitted from available applications.

FY95/96	FY96/97	FY97/98	FY98/99	FY99/00	FY00/01	FY01/02	FY02/03	FY03/04
697	602	*	434	407	391	429	460	414
20.5%	20%	*	25.5%	19.9%	17.6%	26.5%	22.8%	27.75%

* Missing data and cannot provide an accurate calculation

Figure 7.2c

The next two graphs address the number of students placed at John de la Howe School. The first graph (Figure 7.2d) is the total number of students the agency has served.

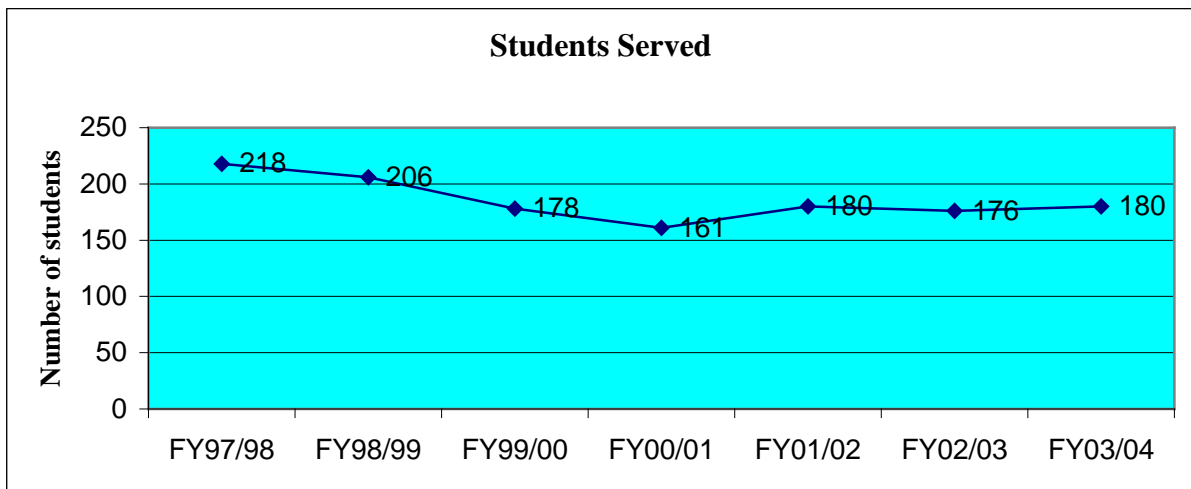
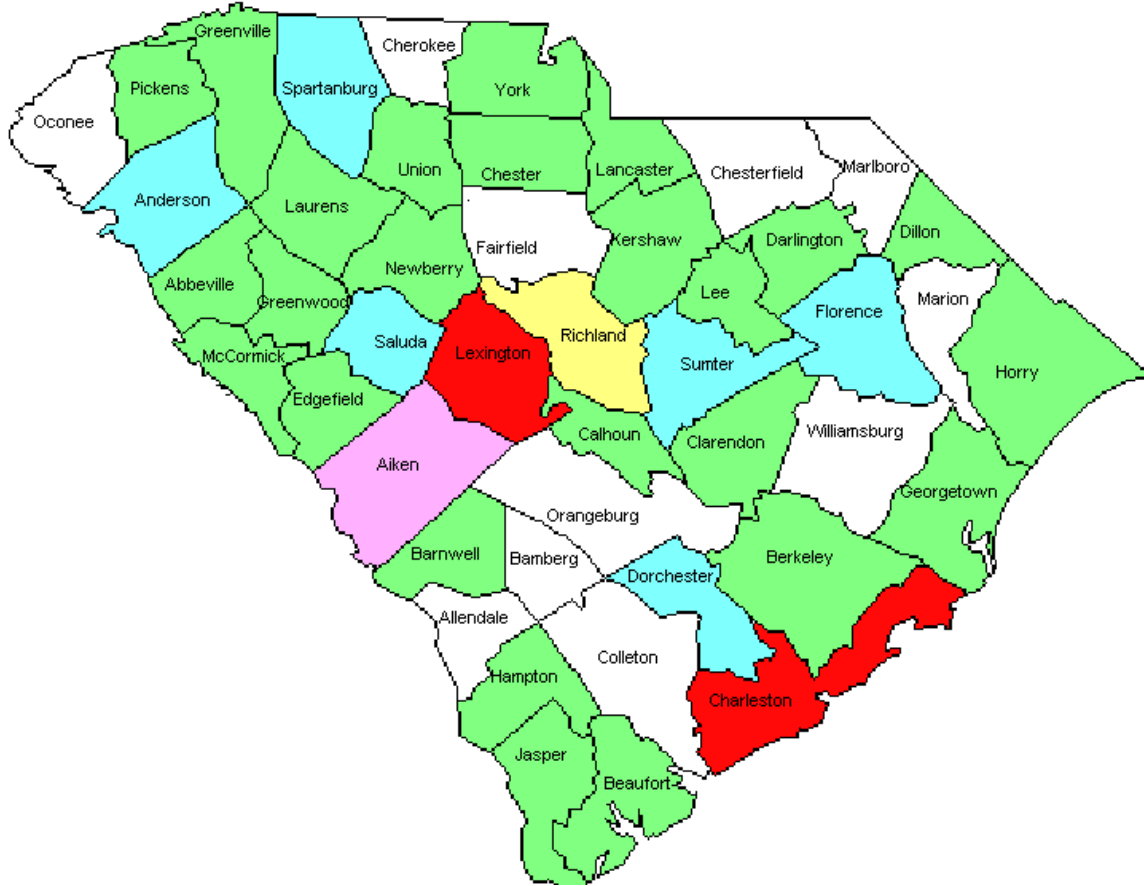


Figure 7.2d

John de la Howe School Accountability Report

During the 03/04 John de la Howe School served students from various counties in the state. The following map (Figure 7.2e) indicates the counties and numbers of students from each county.



Abbeville	5	Dorchester	9	Lee	3
Aiken	13	Edgefield	1	Lexington	23
Anderson	6	Florence	7	McCormick	3
Barnwell	2	Georgetown	3	Newberry	1
Beaufort	4	Greenville	4	Pickens	2
Berkeley	2	Greenwood	5	Richland	18
Calhoun	1	Hampton	1	Saluda	6
Charleston	22	Horry	1	Spartanburg	10
Chester	2	Jasper	1	Sumter	6
Clarendon	3	Kershaw	2	Union	1
Darlington	2	Lancaster	3	York	4
Dillon	1	Laurens	3	Total	180

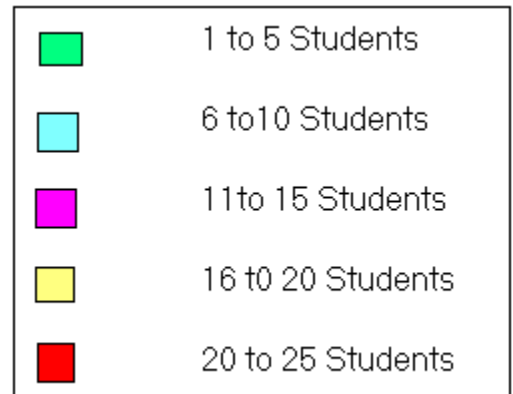


Figure 7.2e

7.3 What are your current levels and trends of financial performance?

The following graph (Figure 7.3a) shows the reduction in John de la Howe School's Total Expenditures for Operations for the past four years.

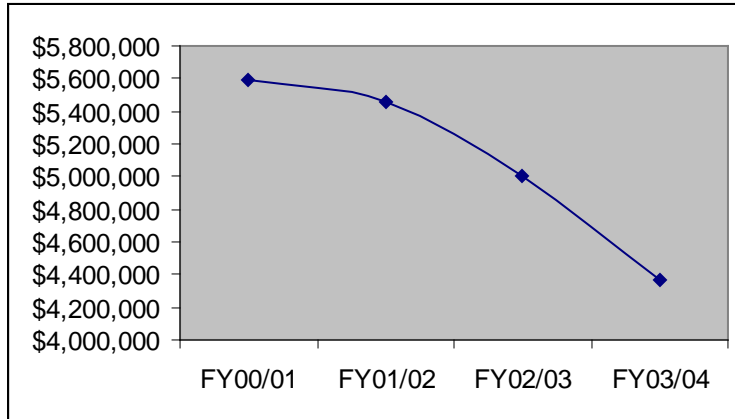


Figure 7.3a

The following graphs show trend data for our agency's energy usage. The Accountability Report for FY01/02 shows energy data presented in Energy Use in South Carolina's Public Facilities report produced by the SC Energy Office. John de la Howe School continues to use energy at a lower rate than average state usage, and the cost for energy has remained lower than the state average. Rather than report data that can be found in the SC Energy Office's report, the data presented below is more specific to the needs of the agency, which address fuel costs for John de la Howe School.

The graph below (Figure 7.3b) shows the total electrical costs for FY00/01, FY01/02, FY02/03 and FY03/04. The increase in FY00/01 is attributed to extreme weather that year.

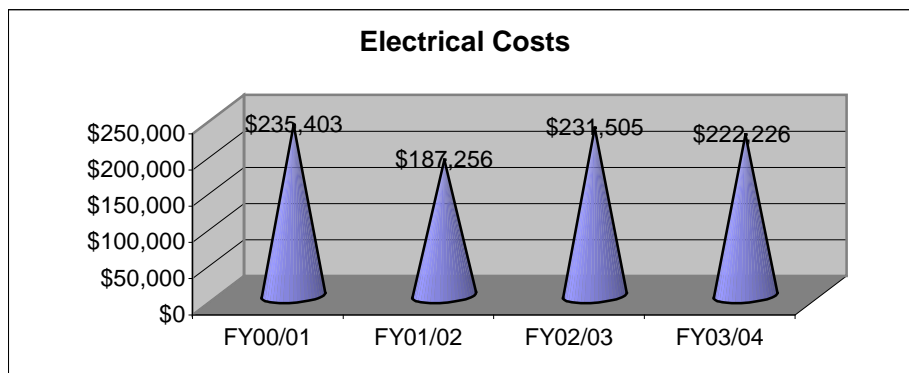


Figure 7.3b

John de la Howe School also uses propane. The following graph (Figure 7.3c) shows propane costs for FY00/01, FY01/02, FY02/03, and FY03/04. The high cost in FY00/01

is attributed to costs associated with the Wilderness Program, which was operated entirely on propane.

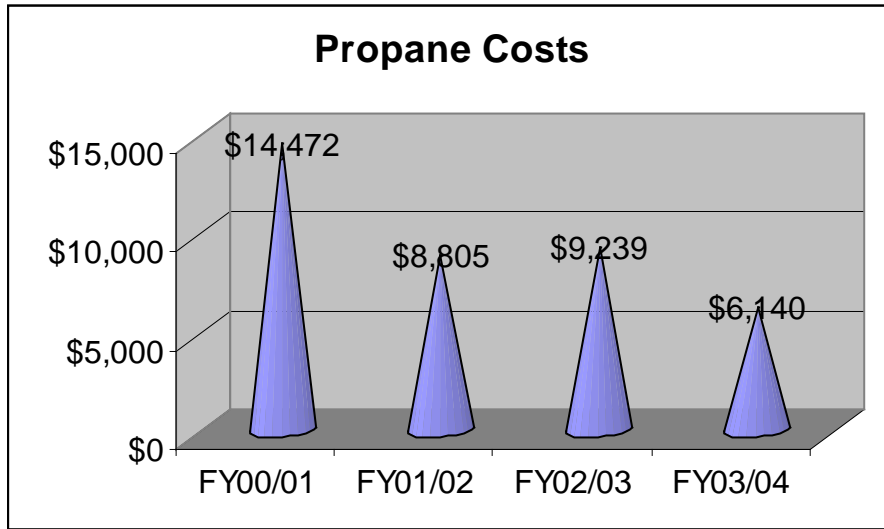


Figure 7.3c

The following trend data (Figure 7.3d) shows the total dollars paid to employees for out-of-state and in-state travel. The decrease in in-state travel is partly attributed to more trainings being conducted in-house by on-staff trainers.

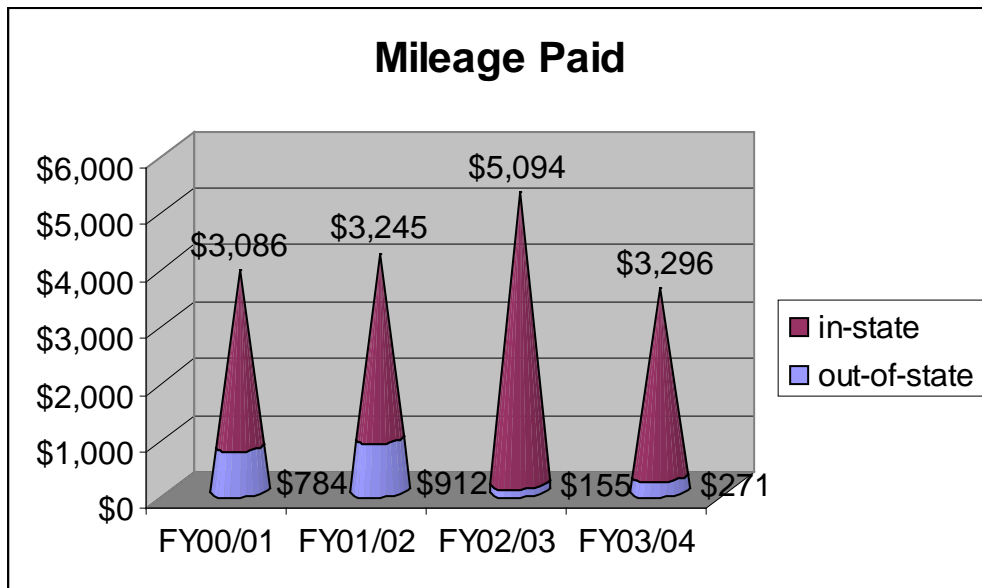


Figure 7.3d

The following graph (Figure 7.3e) shows the dollar amount of gasoline (87 octane) from John de la Howe School pumps for operating agency vehicles. The increase in gasoline use is attributed to an increase in gasoline prices.

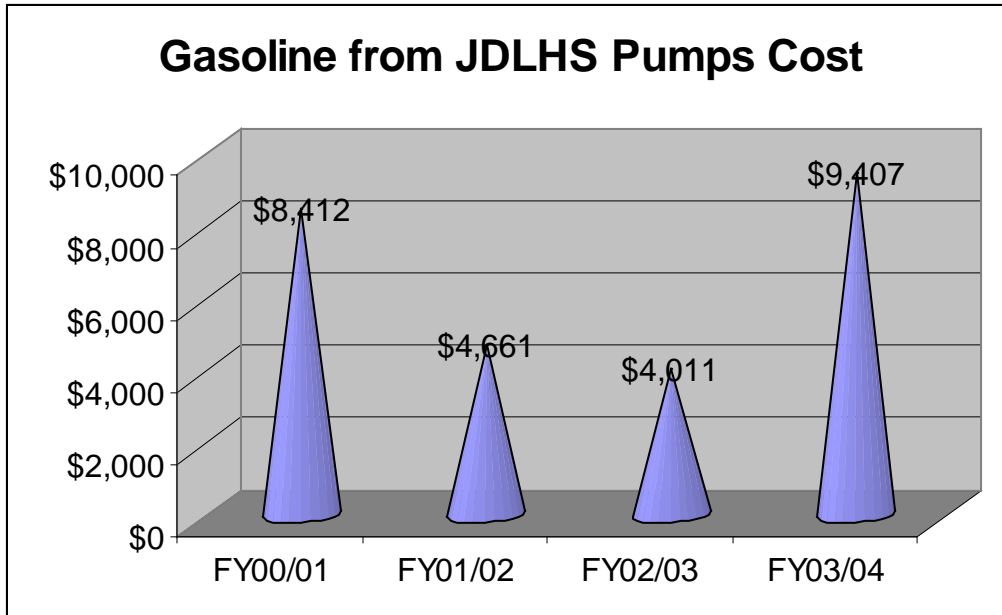


Figure 7.3e

7.4 What are your performance levels and trends for the key measures of Human Resource Results (Includes: Performance measurements, employee satisfaction, well-being learning and development, employee diversity and retention)?

Employee satisfaction surveys are conducted every other year. The satisfaction survey conducted in 2002 was presented in the FY01/02 Accountability Report. Information for this year's survey is not available at the time of this report. Employee development is a component of HOWE University. Within this arena front line counseling staff attend courses and on-the-job training to obtain the Counselor Award Program (CAP) certificate. In FY03/04 five employees completed these requirements and earned the CAP certificate. In FY03/04 the following was achieved: one manager graduated from the CPM program, one employee graduated from the APM program.

Regulatory training is a critical component of HOWE University. During FY03/04, 15 regulatory courses were held with 121 employees attending this mandatory training. This number takes into account staff turnover and training of new employees.

As mentioned in category 5, the revised prioritization and approval processes for training have significantly reduced training expenditures.

7.5 What are your performance levels and trends for the key measures of regulatory/legal compliance and community support?

The following table (Figure 7.5a) compares the number of staff injuries with the amount of money paid through Workers Compensation, annually. The number of injuries has

reduced over the past years. While FY01/02 showed some improvement in the number and cost of workers compensation claims, FY02/03 had an increase. In FY03/04 there were six fewer number of staff injuries, however the amount paid for claims dropped 47%.

Staff Injuries and Workers Compensation							
	Year						
	97/98	98/99	99/00	00/01	01/02	02/03	03/04
Number of Staff Injuries	22	23	13	9	20	20	14
Amount Paid for Claims	76,669	83,972	62,794	20,235	14,863	23,248	10,800

Figure 7.5a

In preparation for inspection and renewal of John de la Howe School’s annual DSS license, the campus cottages and infirmary undergo strenuous DHEC, Fire Marshal, and DSS inspection. The agency has always been awarded a letter stating John de la Howe School meets standards for DSS licensing.

The information below (Figure 7.5b) reports minor infractions and one major infraction identified during DHEC inspection. The majority of the cottages, including the infirmary, have between 1 and 5 infractions per building. A reduction in infractions occurs in FY99/00 and remains relatively constant. This change is attributed to increased cottage inspections from internal staff.

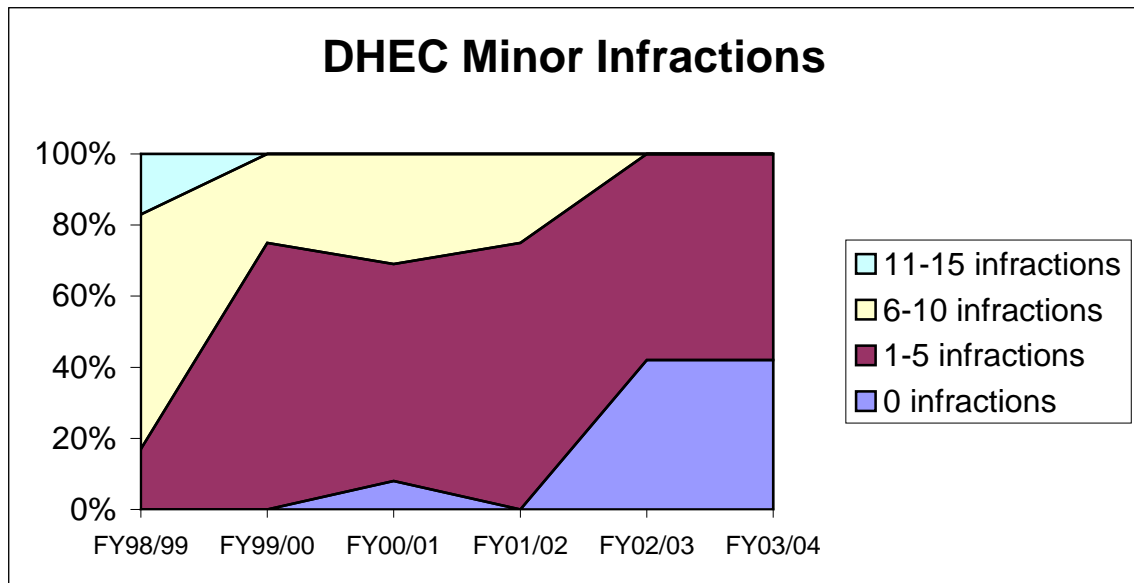


Figure 7.5b