Accountability Report Transmittal Form

Agency Name: John de la Howe School

Date of Submission: September 9, 2002

Agency Director: Rubert Austin, Superintendent

Agency Contact Person: Terri McGee, Director Organizational and Staff Development

Agency Contact's Telephone Number: 864-391-2131

Executive Summary

Major accomplishments for John de la Howe School this fiscal year are several, considering the redirection of attention necessary to respond to budget reductions. Regardless of the budget, the agency continues to achieve improvements in the promotion of students in both school and behavior management. Student academic success and students' family interaction and social skills are presented in Category 7, section 7.1. Adjustments made to the program's performance indicators during the first quarter have led to more accurate measures indicating the impact of the behavior management teaching. Future focus on math and science at the High School level continues as a short-term goal.

The John de la Howe School Strategic Plan was presented to all staff early in the fiscal year. Focus remained on the Strategic Plan with a mid-year review. In response to the budget reductions and anticipation for more reductions, the agency's senior leaders followed a process to expand the strategic plan to consider long-term (five-year) direction and reorganization of the agency's structure. The strategic plan, mission, vision, and values, were the grounding philosophies that aided in determining needs of the agency. The planning process is presented in the Leadership section (Category 1) of the Accountability Report.

The financial status of the agency was reviewed in search of opportunities to increase funding from other than state appropriations. Utilizing databased decision making techniques, the Superintendent and the Department Directors explored the potential to receive Medicaid reimbursements and methods to collect unpaid tuition. The impact of these sources of funding is not expected to be realized until 2003.

Without stopping the efforts of continuous improvement, the Superintendent continued to look at the number of students accepted for placement, the progress students made, and employee turnover. To respond to these concerns, the Administrative Team (senior leaders) continued to look at performance indicators in the appropriate categories. Performance indicators were improved for the strategic plan objective, *Child Centered*, to look more specifically at progress students were making while living at John de la Howe School. Turnover figures continue to be calculated for all departments and for the agency as a whole and an employee satisfaction survey was distributed, collected, and analyzed. Also during this period, a relationship was established with Cornell University to update staff trained in Therapeutic Crisis Intervention (TCI) and provide consultative services regarding crisis interventions.

The Superintendent of John de la Howe School continued the implementation of the Baldrige philosophy as the agency director. As part of this methodology, he furthered his focus on human resources, knowing that the people are the "glue" that holds the agency together. To provide increased cohesion, he moved human resources into the Organizational and Staff Development Department to align it with training. Although the agency continues to perform at a high standard, he and his Administrative Team are

committed to raising the bar. This effort requires investigation into areas that are often easier to ignore.

Feedback for the Counselor Award Training Program (CAP), housed in the HOWE University, was obtained during the implementation of the Employee Satisfaction Survey. Employee satisfaction in the Residential and Treatment Services Department increased by 11% when asked if employees received adequate training to do their jobs. This year also marked a year where all of the staff at John de la Howe School received First Aid and CPR training.

Presented below is the mission statement and values the agency has continued to focus on during the past fiscal year.

Mission Statement	
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

John de la Howe School developed and organized key strategic goals through the process of updating the 1996-2001 Strategic Plan. Listed below 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 Governor 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.
STAFF
To implement an orientation and training plan in addition to improving incentives to facilitate professional growth and loyalty of staff members and enhance the agency's ability to recruit and retain competent employees.
To be attuned to staff's satisfaction level in an effort to promote agency staff longevity, on-going skill development, and academic degrees as well as interdepartmental professional cooperation and competence.
MANAGERS
To develop a managerial team and philosophy, using the values of the agency as a template, which supports staff, communicates the vision of the agency, and motivates the staff to deliver excellent services to the children and families of South Carolina.
FLEXIBILITY
To develop, evaluate, and modify program services to meet the ever-changing needs of the agency's clients and staff.
GROWTH
Explore potential interagency collaborations, increase client base, and expand existing services, as well as development of new services.
ACCOUNTABILITY
Establish benchmarks, evaluations, and pursue accreditation to improve overall services and policy.
SAFETY
Support Safety Committee by addressing their priorities, especially in the area of the children's security physically, academically, and psychologically. Prioritize major buildings needing attention and concentrate on completion of safety renovation within a specific time frame.
REVENUE GENERATION
Identify and maintain all appropriate opportunities on and off campus to generate revenue.
ALUMNI
To encourage on-going affiliation with former students by employing innovative methods of communication.

Opportunity and Barriers:

The Board of Trustees (BoT) and the senior leadership team at John de la Howe School identified many opportunities for the future. Opportunities like providing professional development opportunities for staff, rewarding employees achieving comprehensive skills, rewarding staff with financial incentives based on superior performance, developing into an organization that measures the long term impact of students' stay at the agency, increasing the visibility of the agency through partnering efforts, increasing services provided to the students' families, expanding existing services, and maintaining the strong heritage of the school. As a means of approaching new opportunities and to

make the agency even better, the Superintendent embraced the philosophy present in the Baldrige Performance Excellence criteria. This process began during the strategic plan update sessions and expanded, creating a deputy area with primary responsibility in guiding the agency toward excellence.

Progress in this direction is limited by the agency's ability to overcome significant barriers. The rising costs of goods, such as fuel, impact the fiscal support received by the state. It is increasingly difficult to provide the resources to agency personnel to develop their skills and provide growth opportunities. Pay and benefits continue to be a source of dissatisfaction. And the budget reductions are felt throughout the agency. During this stressful time, appropriate communication has become a priority, yet the fear of uncertainty continues to impact employees' thoughts.

Business Overview

John de la Howe School is located in McCormick County. The campus consists of 1,216 acres of land. The agency was established through the Will and contributions of Dr. John de la Howe in 1797. Dr. de la Howe envisioned a school that utilized the resources of the natural environment to prepare boys and girls to be contributing citizens.

Originally the boys and girls attending John de la Howe School were orphans or from indigent families. In recent years the students enrolled at John de la Howe School have come from environments where the family provided little structure and lacked consistency. Families felt they had lost control and lacked the knowledge to regain control. The children have experienced failure in school and frequently have few or poorly developed social skills.

The Agency continues to utilize the resources of the natural environment to create a therapeutic setting for the students and teach the skills which society has indicated are essential to become contributing members of a community. The agency serves children and families across the state of South Carolina by providing services that strengthen family systems and reunify families where planned separation is necessary.

John de la Howe School's key customers include the children of South Carolina and their families. The agency provides therapeutic services to "at risk" children and youths in a safe, nurturing, and stable residential care environment. Promoting positive behavior and attitudes is the expectation of their families, so that their child may return home. John de la Howe School receives requests for services from parents or guardians of children who need placement. Involvement with the Department of Juvenile Justice, Department of Social Services, and school districts also work with the agency and are considered as a supplier and partner. Other suppliers include other state agencies such as the Comptroller General, MMO, and OHR.

In response to a series of budget reductions the agency faced during the fiscal year, several positions were frozen. The agency has a 13.5% vacancy rate. One hundred and

twenty two (122) available FTE's support the mission to strengthen children and families from South Carolina; this figure is down by 13 employees from last fiscal year's report.

Five major programs define the agency: Administration, Business and Support Services (BaSS), Education (L. S. Brice School), Organizational and Staff Development (OSD), and Residential and Treatment Services (RaTS). An organizational chart appears on the following page, which provides a brief view of the functional program areas.

The Superintendent of John de la Howe School is the head of the Administration department and of the agency. Some of the duties performed by the Administration department include public relations, coordination of volunteers, and information technology management. In essence, this is the voice of the agency; discussions regarding quality of services, activities of the agency, and implementation of information technology are generated from this area. The Superintendent also has final approval of all operational activities that are performed by the four other departments and he serves as the connection to the Board of Trustees.

The L. S. Brice School provides educational programs for students in grades 4-10. The school offers a full range of studies including English, Math, Science, Music, Vocational Agriculture, and Home Economics. There are two certified special education teachers and three teachers pursuing National Board Certification. The agency is very pleased to announce that 100% of the students' taking the FY 01/02 10^{th} Grade Exit Exam passed the Reading portion of the test the first time. Students enrolled at John de la Howe School, in the 11^{th} and 12^{th} grades, attend McCormick High School.

Residential and Treatment Services includes the supervision of cottage life, the Wilderness Program, John C. Shiflet, Jr. Center for Family and Program Enrichment, chapel services, the infirmary, and the intake process. This department is responsible for reviewing all referrals and applications for enrollment, the development of an Individual Plan of Care (IPC) for each student, monitoring the progress of each student, and providing counseling and spiritual development opportunities for each child. The campus has 12 cottages that can house 10 students each. The wilderness program has three campsites and has a maximum capacity of 30 campers. The maximum population of students for the agency programs is 150.

Students receive instruction on developing communication, problem solving, and independent living skills while participating in activities that require the use of these same skills. They also have access to clinical therapists who schedule individual blocks of time to visit with students and help resolve issues.

Organizational and Staff Development develops, implements, and assesses new and existing programs utilizing the Baldrige Criteria for Performance Excellence. This department manages the development of the agency's performance measures, prepares the agency's accountability report, and facilitates projects, process improvement efforts, and consultation regarding strategic planning and leadership for the agency.

As the focal point for human resources and staff development, this department manages all policy and procedure development, advising managers and senior leaders regarding workforce issues, and development of programs necessary to manage personnel effectively. Employee satisfaction and professional growth and development are critical during difficult budget years; the implementation of the HOWE University provides linkages throughout the organization.

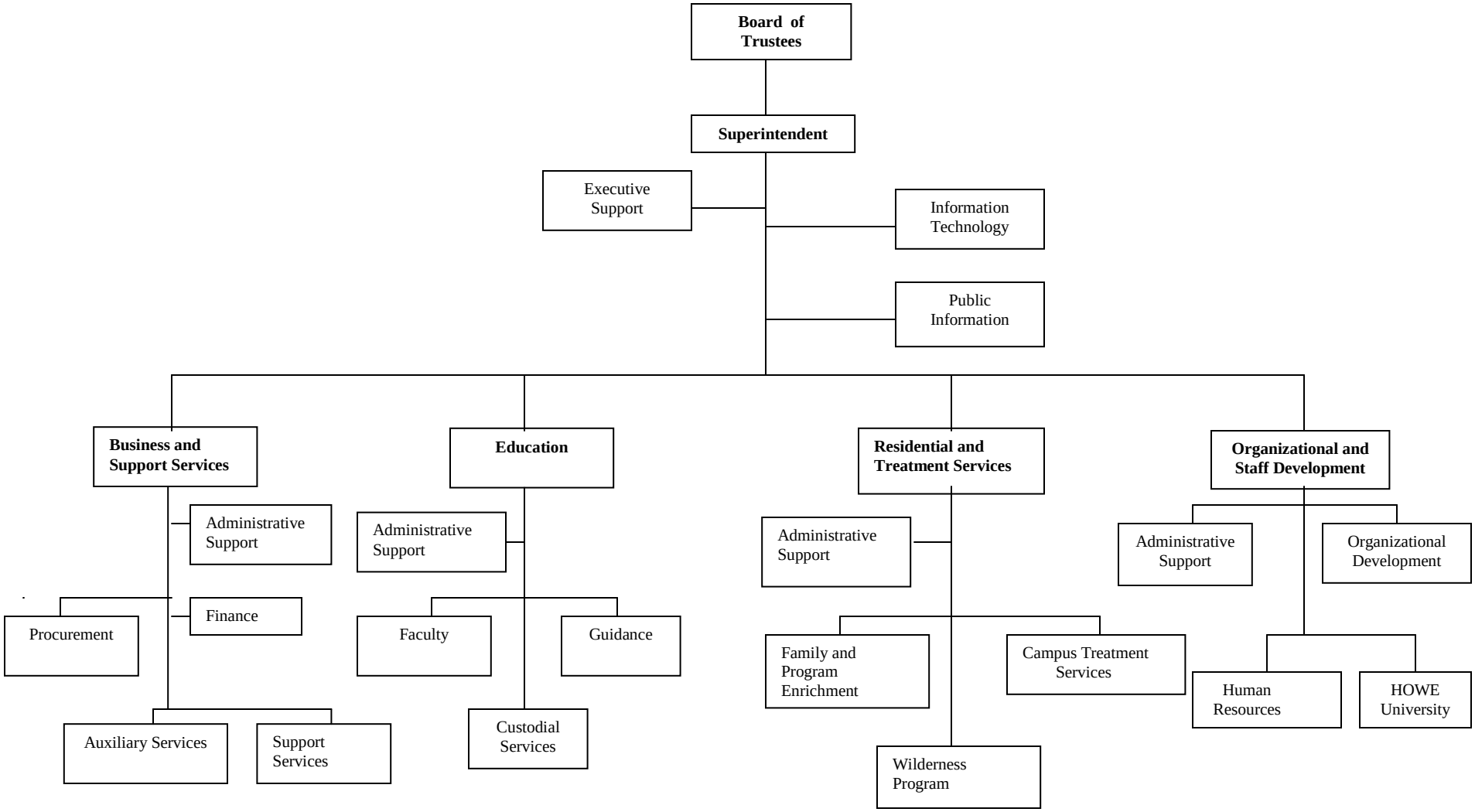
Business and Support Services handles a variety of responsibilities, which do not fall under the direct purview of the other departments. Responsibilities of this department include: the maintenance of buildings and grounds, food preparation for students, accounting services, and laundry services. Planning for major building projects, budget development and purchasing are also duties performed by this department.

The departments of Organizational and Staff Development and Business and Support Services are integrally involved with all of the activities of John de la Howe School. The alignment of responsibilities within these two departments provides for internal controls and a balance of responsibility regarding critical support functions that serve the entire agency and assist it to achieve its mission.

Base Budget Expenditures and Appropriations

	00-01 Actual Expenditures		01-02 Actual Expenditures		02-03 Appropriations Act	
Major Budget Categories	**Total Funds**	**General Funds**	**Total Funds**	**General Funds**	**Total Funds**	**General Funds**
Personal Service	3,472,551	2,755,680	3,443,786	3,129,379	2,945,324	2,640,057
Other Operating	1,053,001	758,087	914,328	610,613	948,708	619,954
Special Items	0	0	0	0	0	0
Permanent Improvements	148,904	0	473,900	0	0	0
Case Services	6,015	0	3,460	0	3,000	0
Distributions to Subdivisions	0	0	0	0	0	0
Fringe Benefits	1,057,409	848,638	1,093,234	1,008,235	959,205	861,151
Non-recurring	0	0	0	0	0	0
Total	**5,737,880**	**4,362,405**	**5,928,708**	**4,748,227**	**4,856,237**	**4,121,162**

John de la Howe School Organizational Chart



Category 1 – Leadership

1.1.a. How do senior leaders set, deploy and communicate short and long term direction?
The senior leadership team, known as the Administrative Team, of John de la Howe School consists of the Superintendent, the Director of Education (School Principal), the Director of Residential and Treatment Services, the Director of Organizational and Staff Development, and the Director of Business and Support Services. This team, along with the Board of Trustees (BoT) and other members of John de la Howe School staff, updated the strategic plan in FY 00/01. During the process of updating the strategic plan, short-and long-term action items were developed. The Administrative Team followed a process for regularly checking on the status of all of the action items during that year. Unfortunately, when budget cuts continued, the leadership team redirected its focus and continued an increased diligence to prepare and respond to cuts.

The Administrative Team reviewed the Strategic Plan mid-year to reevaluate the appropriateness and realistic expectations of the action items. Category 2 and Category 6 present this approach. The Administrative Team, led by the Superintendent, revised short and long-term goals of the agency. The following flow chart displays the process by which the Administrative Team prepared for cuts while incorporating the agency's mission, vision, and values.

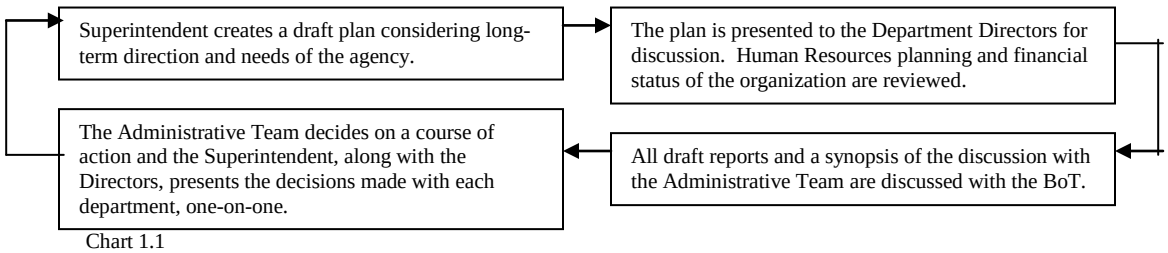


Chart 1.1

During meetings the Superintendent held with each department, he expressed his appreciation for the hard work that each employee contributes. He also reinforced the values and mission of the agency and established performance expectations by explaining that some organizational changes may need to be made and that everyone may need to lend a hand.

1.1.b. How do senior leaders set, deploy and communicate performance expectations?
The agency's performance expectations are presented in a balanced Scorecard. The measures were based on key goals listed in the strategic plan. The agency is in the process of obtaining benchmark and comparative information from organizations that are similar to John de la Howe School.

Scorecard metrics are reported in Category 7. Further discussion of the Scorecard will appear in Category 4. A sample of the John de la Howe School Scorecard appears in FY 00/01 accountability report.

1.1.c. How do senior leaders set, deploy and communicate organizational values?
As part of the strategic plan update sessions, the BoT and the Superintendent developed the values for the agency. Senior and mid-level managers reviewed the values previously developed. The values for the agency are common sense behaviors that the majority of the people practice; therefore, acceptance by agency personnel was effortless. Values were presented to all agency staff in August 2001.

1.1.d. How do senior leaders set, deploy and communicate empowerment and innovation?
Currently, there is not a formal process for accepting innovative ideas. Although development and implementation for an innovation process was scheduled for FY01/02, the program was delayed due to budget reductions; it was not possible to budget for incentives. Employees' suggestions are received informally.

The Superintendent maintains an open-door policy for employees to express their ideas and concerns. To remove any potential barriers to this open communication, four meetings are held during the year. This is an opportunity for staff to communicate directly with the Superintendent without fear of breaking the chain-of-command. During these sessions, staff from all areas of the agency, present ideas and ask questions regarding the current state of the budget and plans for dealing with future budget reductions.

1.1.e-f. How do senior leaders set, deploy and communicate organizational and employee learning and ethical behavior?
The agency responds to organizational and employee learning by sending senior management and employees to conferences that pertain to the mission of the agency or professional disciplines. The Director of Organizational and Staff Development is an examiner for the Governor's Quality Award and is a member of the SC State Government Improvement Network's Executive Board. This knowledge is transmitted through the agency via developed programs, measurement, consultation.

During FY01/02 the HOWE University was put to the test. Within HOWE U a structured approach for prioritization of training needs was used extensively to determine training events that were critical for staff to attend. A specialized training program was designed for the counseling staff for the purpose of providing comprehensive technical training. Category 5 will discuss the results of this training program on employee competence and satisfaction. Finally, ethical behavior is taught and ensured by requiring training on South Carolina Law pertaining to childcare, meeting DSS regulatory licensing requirements, discussing the agency's values, and utilizing the Progressive Discipline Policy.

1.2. How do senior leaders establish and promote a focus on customers?
John de la Howe School has a long tradition of focusing on the children and their families. The agency's mission, vision, and values have as a high priority the children and families of South Carolina. An area in the Strategic Plan entitled *Child Centered,* directly pertains to the students' academic and social achievement. The School Report Card also addresses the academic needs and goals for the children.

1.3. What key performance measures are regularly reviewed by your senior leaders?
Key measures for the agency are listed on the Annual Scorecard and School Report Card. A system to review the Annual Scorecard resulted in the creation of a Quarterly Scorecard and the development of more appropriate performance indictors for the strategy, *Child Centered*. Category 7 reflects the data for key measures listed on the Scorecards. The Administrative Team began the review of key indicators quarterly, but was only able to review two of the four quarters because attention to the budget became a priority.

1.4. How do senior leaders use organizational performance review findings and employee feedback to improve their own leadership effectiveness of management throughout the organization?
As reported in the FY99/00 Accountability Report, the Superintendent requested a retention study be conducted for the counseling staff to determine their satisfaction. In addition to the retention study, an employee survey and a "town hall meeting" were conducted that same year. Data received in the three collection methods revealed similar areas of dissatisfaction. The overriding message apparent in the responses was that employees were overworked, underpaid, with little opportunity for advancement.

During FY01/02 an employee satisfaction survey was re-administered to investigate the impact of programs developed during FY00/01 to address areas of dissatisfaction and to survey the entire agency. All employees, except managers and senior managers, were given the survey and asked to participate. The Superintendent gave the data, which included quantitative and qualitative information, to each Department Director. The survey was disaggregated by department to obtain feedback for individual departments.

The quantitative data was compiled for the agency and was distributed to all employees. Findings regarding the retention study and the Employee Satisfaction Survey appear in Categories 5 and 7.

During FY01/02, the Superintendent asked the Director of Organizational and Staff Development to prepare a Gap Analysis based on the Baldrige Criteria to support organizational improvement. The Superintendent considered data from the Employee Satisfaction Survey, Gap Analysis, Scorecard measures, and quarterly staff meetings to assess leadership and management effectiveness and prioritize areas for development.

1.5. How does the organization address the current and potential impact on the public of its products, programs, services, facilities and operations, including associated risks?
John de la Howe School's mission is directly related to public impact. The agency's intent is to modify the behavior of youth facing difficult circumstances so they may become productive citizens. The responsibility of the agency to the public is apparent in the agency's vision statement, which reads, "We will integrate disciplines in a model of care to develop productive citizens."

The organization also considers the impact on the public and strives to build positive relationships through the annual events, such as the Dairy Festival, Harvest

Festival/Barnyard Party, Golf Tournament and Lights For Children Christmas event and other annual events. These events encourage citizens to interact with the students through fun activities.

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

While responding to budget reductions, the agency's senior leaders began an intensive review of agency priorities and sought opportunities to restructure services to meet the mission and direction of the organization. The top priority was to respond to the needs of the students and best utilize the agency's resources. A data-driven approach was used to determine realistic budget projections. Once a direction was decided upon, the Superintendent and the Directors met with each department to discuss the plans and ask for feedback. Using the Performance Excellence philosophy as a foundation for the Administrative Team, the agency's leadership and employees identified opportunities for improvement in response to the changes occurring within the organization.

1.7. How does senior leadership and the agency actively support and strengthen the community?

Senior leadership is very involved in strengthening community relationships through participation in the Special Schools Consortium. John de la Howe School is a member of the South Carolina Association of Children's Homes, a private organization; SC State Government Improvement Network; and First Steps. The Administrative Team also attends the Agency Directors Organization and the Deputy Directors Organization events, when funds are available. Relationships are cultivated between the agency and the State Election Commission, Office of Human Resources, Department of Natural Resources, Department of Archives and History, Department of Parks, Recreation, and Tourism, and Department of Revenue.

Category 2 – Strategic Planning

2.1. What is your Strategic Planning process?

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, along with the Administrative Team. The Superintendent developed the vision for the agency.

Ongoing communication with stakeholders and customers was systematized through the implementation of the Scorecard reducing the need for an environmental scan. To ensure appropriate data gathering approaches that aligned with the Strategic Plan, the Scorecard was developed, approved, and reviewed. In its second year of deployment, the Scorecard provides a balanced foundation from which data based decisions can be made regarding students and families, financial risks, human resources, and operations.

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.

The Strategic Plan was reviewed mid-year to update activity item progress. The Strategic Plan became a critical document during intense budget discussions. Many action items listed continued to progress although the budget situation was tenuous.

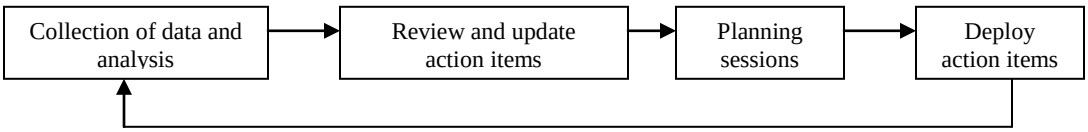
2.2. How do you develop and track action plans that address your key strategic objective?
Action plans were developed based on the objectives and the strengths and weaknesses portion of the situational analysis. For instance, employee retention of counselors was a concern. As a result, action items were 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.
The Administrative Team limited the number of performance measures for review to approximately 20 items. This approach allows the agency's senior leadership to stay focused, measure progress, stay abreast of environmental changes, and identify opportunities for improvement.

2.3. How do you develop and track action plans that address your key strategic objective?
Performance measures are communicated to the staff through the Scorecard, a request for data for the Accountability Report, and process improvement initiatives. The Administrative Team followed a deployment process for the strategic plan (presented as Figure 2.1 in the FY00/01 Accountability Report).

The Administrative Team met mid-year to review the Strategic Plan and update action item progress. Focus on key strategic objectives is obtained through the review of the Scorecard. An employee within the Organizational and Staff Development department is assigned the responsibility of obtaining metrics for quarterly review. Information regarding the strategic plan was shared with the agency staff during All Staff Training.

The current process for maintaining the strategic plan consists of collection and analysis of data from a variety of sources (student/parent surveys, turnover rates, and employee surveys, etc.), review and update of action items, annual or as needed planning sessions, and implementation of action items.



Category 3 – Customer Focus

3.1. Identify key customers and stakeholders.

John de la Howe School's key customers are the children and their families. These two broad categories are the people who directly benefit from the services the agency provides. The table below (Table 3.1) shows demographic information regarding the students. The Figure 3.1 presents the age groups of the students enrolled during the reporting period.

Demographic: Student	
Race	
Caucasian	53%
African American	45%
Other	2%
Sex	
Male	69%
Female	31%
Psychotropic Medication	31%
Mental Health Patient	26%
Grade Level Status	
Below Grade Level	69%
At Grade Level	31%
Learning Disabled	13%

Table 3.1

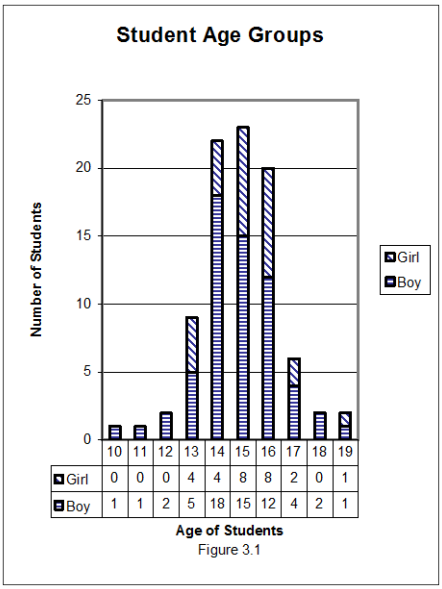


Figure 3.1

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

During the strategic plan update sessions, the BoT and the Superintendent completed an activity addressing the 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 a 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 so they can apply the skills 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.

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

Senior leaders and top managers in the agency continually assess changing needs of the agency's families through information provided from involvement with the South Carolina Association of Children's Homes and The Duke Endowment. The Residential and Treatment Services and Education departments continually assess the needs of the students and their families through parent advisory meetings, homestay evaluations, and sophisticated instruments that assess change in behavior and/or perception.

The L.S. Brice School stays abreast of academic needs of the student population. Not only are academic needs a consideration, the need to belong is very important to young people. For instance, student lockers were reassigned creating two wings; one wing for Middle School students and the other wing for High School students. The separation of the two academic groups resembled the environment in an average public school. This restructuring also encourages age appropriate relationships.

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

Continuous improvement of services is at the forefront of the agency's mission. The agency goal is to have a positive impact on the children of South Carolina it serves. The most significant change to service improvement occurred when John de la Howe School adopted a treatment program based on a behavior modification model that rewards appropriate behavior. Consistency in reinforcement and immediate correction is critical to long term change. Families provided feedback to the approach, which increased family participation. In fact, the majority of families served wanted to learn an appropriate parenting style that encouraged their child to become socially competent and achieve academic success, as a result a parenting workshop has been developed and implemented by John de la Howe School staff.

3.5. How do you measure customer/stakeholder satisfaction?

Customer satisfaction is measured through questionnaires, focus groups, and related techniques. Questions pertaining to service delivery are asked of families and students, annually. Results of these surveys are presented in Category 7. In addition, a focus group was held with campus students to obtain feedback regarding a point system for behavior management. As a result of this student feedback, the point system was replaced with another type of token reward system that was previously used.

Informal approaches to customer feedback are also used. For instance, families indicated their need for more family weekends. A family weekend is time when the family stays at John de la Howe School and interacts with their child with the assistance from a clinical therapist. Family weekends were increased in order to meet this need.

Finally, the agency looked to data compiled, and compared it to the interests of the families to measure customer satisfaction. For example, families wanted a behavior change and academic success for their child. During the past fiscal year, several measures were reviewed and new measures were created to better reflect the response to customer service.

3.6. How do you build positive relationships with customers and stakeholders?

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

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 are encouraged to eat in the cafeteria, visit the living quarters, 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.

John de la Howe School has a steady group of volunteers who donate their time to the children. Often volunteers have similar interests as the Alumni Association. Many of the volunteers come from the local community and support the agency's efforts in changing the behavior of students. The local community is aware that a child's placement might circumvent an increase of negative, or unlawful, behavior. John de la Howe School works in partnership with other state agencies, such as, the Department of Mental Health, the Department of Social Services, and the Department of Juvenile Justice. These relationships are integral to the treatment of the students.

Category 4 – Information and Analysis

4.1. How do you decide which operations, processes and systems to measure?

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. How do you ensure data quality, reliability, completeness and availability for decision making?

In many parts of the organization, data quality 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 by the South Carolina Association of Children's Homes and Family Services and the Human Resources Information System (HRIS). 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 and provide the information senior management and employees need for decision making and increase process improvement efforts of daily operations.

The benefit of factual, reliable data was realized during budget reduction Administrative Team meetings. The organization is beginning to progress to more versatile approaches to describing data.

During FY00/01, the Department of Revenue gave the agency four seats in a Fourth Generation Management course. The training was valuable and had immediate impact in processes and data collection techniques with questions arising for two processes. The agency is invested in providing Fourth Generation Management courses to all employees at John de la Howe so employees are armed with the tools needed to begin the practice of data management and improvement techniques. Unfortunately, budget reductions have impeded this goal. Without this type of training, employees risk making arbitrary, unsubstantiated changes to a process management system. The impact of altering processes without research is likely to lead to a change of the system that does not improve the system as a whole. This is often referred to as the "band-aid approach" since root cause is not addressed.

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

Some departments are very familiar with the collection of data. Data collection and analysis has been used to make decisions in the agency in the past. The use of data is evolving into a more systematic approach to process improvement and decision-making. In some cases managers and senior managers are transferring their knowledge to make improvements in areas outside of their experience.

The use of data based decision making has permeated discussions of senior leadership. Some data sets have begun to filter to other levels in the organization. Understanding the benefits of using data and presenting it in a readable format (graphs and charts) is evolving.

4.4. How do you select and use comparative data and information?

The use of comparative data is relatively new to the organization. In many cases anecdotal comparative data is assumed, but has not been confirmed. There is some movement toward making data easier to read and understand.

The agency intends to make data driven decisions. The "learn-by-doing" approach used with the implementation of the Scorecard, has provided an opportunity for agency staff to collect and analyze data. The organization has struggled with meaningful measures regarding financial performance. Two new measures appear in this report regarding the usage and cost of energy. In addition, Residential and Treatment Services and the L.S. Brice School worked with the Director of OSD to developed new measures pertaining to strategy of *Child Centered*. These measures are intended to quantify the impact of services provided to the children. Quantifying this type of information is difficult and data reliability is not yet established. Presentation of available information will appear in Category 7.

The information and analysis system is developing. The agency's leadership is very interested in information and analysis systems that are planned, acted upon, and refined.

Category 5 – Human Resources

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

Employee motivation and satisfaction are critical components in retaining good employees. Establishing a motivational environment, where employees look forward to coming to work, is a key ingredient to satisfaction. Supervisors and managers are generally the pivotal point when an employee reflects on his or her enjoyment with the job. For those reasons, supervisors create an environment that provides structure, communication, and direction to the staff.

Strategic planning and open communication were the primary drivers for creating a motivating work place during FY01/02. News releases throughout the State published articles regarding budget cuts. All employees at the agency were concerned. It was important to communicate strategies the agency planned to put in place, to ensure staff that they would continue to earn a living. Senior management was concerned the quality of work would decline if staff were uncertain about their futures. The Superintendent sent out memos and met with the agency and individual departments to explain the plan to respond to budget reductions. The response was positive; employees understood that they were important and valued. Those forms of communication encouraged an atmosphere of open dialog and allowed employees to remain focused on the mission of the agency.

In addition, the agency uses a variety of activities, values, and policies to encourage a motivational environment. Not all employees are motivated internally by the same thing; therefore, the agency supports events like the Employee Recognition Cookout, All Staff Training, conference attendance, and training opportunities. The Employee Recognition Cookout was a huge success and was viewed as a "thank you" from management for all of their hard work. The event was created through the Incentive Committee. The committee presented the idea to the Superintendent and the Alumni Association provided support through a monetary donation. The event was spoken of for weeks later.

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?

The creation of the HOWE University provides a systematic approach to address needs analysis, job performance, advancement, and assessment. HOWE University is the umbrella for determining training needs, development of employees, motivational award programs, and career paths. The core premise of HOWE U addresses training that is "must have" training mandated by a regulation or law; training that is "need to have", that agency has determined to be critical; and training that is "nice to have", which is important training that is supported by the agency if funding is available.

HOWE U is in its first year, and includes a comprehensive orientation program, award programs for some disciplines within the agency, and succession planning and

career paths. For example, the comprehensive award program developed for the counselors combines classroom training and hands-on training. Since implementation of the Counselor Award Program, employee satisfaction increased by 11% for Residential and Treatment Services counselors. Results are presented in Category 7. Once counselors receive the award they may be interested in a career path that is technical or one that is managerial. An example of career paths is shown in Figure 5.1.

Unfortunately, budget reductions have stymied full implementation of the HOWE University. Future goals include: establishing a reward and recognition program that includes monetary and non-monetary recognition; a tiered pay scale for employees who achieve advanced training competencies; and a reward/incentive program that reinforces high performance and student focus.

Participation in the Certified Public Manager (CPM) program is based on funding. At the present time, the agency does not have funds available to obtain this training for up-and-coming managers. This is a need for the agency as reflected in the retention study that is presented in Category 7.

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

The agency uses the Employee Performance Management System (EPMS) that consists of clear communication and objective performance measures. All new supervisors were required by the agency ("need to have") to attend HR Skills for Supervisors. However, attendance is limited by available funding.

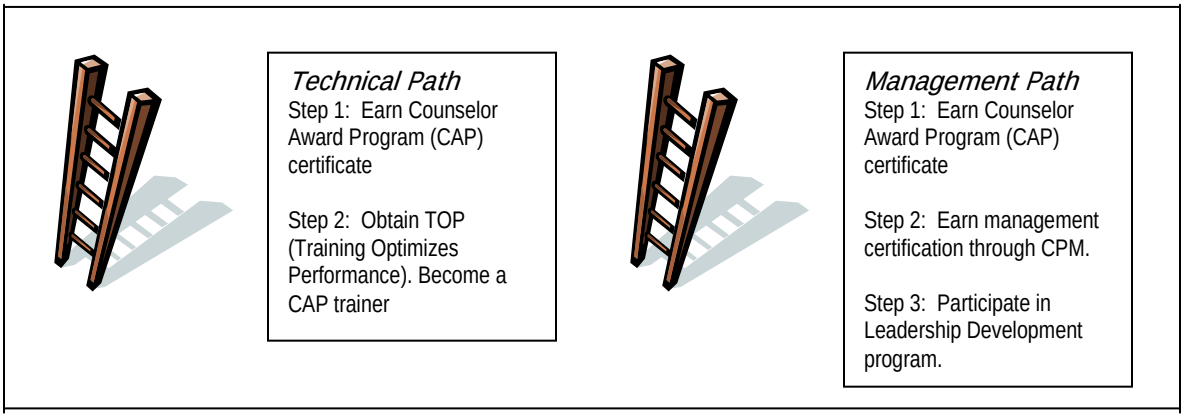


Figure 5.1

The most significant change to the linkage between employee development and employee performance occurred during FY01/02 by moving the Human Resources function to the Department of Organizational and Staff Development. This move was prompted by the structure of the items outlined in Category 5 of the Malcolm Baldrige Criteria. Placing both functions in the same department, along with organizational development, provided a systematic look at the needs of employees.

To emphasize the benefit of this approach, the Administrative Team sanctioned the Director of OSD to facilitate meeting with the administrative support staff in the agency to address work design of their key functions. The team of administrative support staff, known as the S-Team, completed their work and prepared a report for review by the Administrative Team in approximately three weeks. The Administrative Team accepted the S-Team's recommendation to address the management of the telephone system; in addition, they have been asked to continue meeting to provide more recommendations regarding process management and employee job descriptions.

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

Aware of low counselor retention, the Superintendent contracted with the Office of Human Resources in 2000 to study possible causes. The study revealed that the counseling staff believed they were underpaid, have less than satisfactory benefits, have little opportunity for promotion, and above average performance is not recognized. The development of the HOWE University was in response to some of the issues surrounding dissatisfaction. With funding as it is, implementation of a pay plan based on career paths and high performance is not yet possible.

Modeled after the retention study, a formal employee satisfaction survey was distributed to the entire agency in 2002. The plan to survey employees at John de la Howe School is scheduled for every other year. The employee satisfaction survey consisted of 20 questions with a 4-point Likert scale response and six open-ended (qualitative) questions. The Director of Organizational and Staff Development established a quid pro quo relationship with the SC State Election Commission to assist with the data entry of the surveys. Table 5.1 below shows the process used to conduct the employee satisfaction survey.

John de la Howe School 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.				→

Table 5.1

In combination with formal surveys, the Organizational and Staff Development Department along with the Superintendent will continue to review turnover rate data by department to assess the impact of new programs and policies.

5.5. How do you maintain a safe and healthy work environment?

A safe and healthy work environment is encouraged with an open door reporting system of any unsafe practices. A safety committee was appointed and suggestions were implemented and supported by senior management. Mandatory training ("must have"), such as First Aid/CPR and Blood borne Pathogens resulted in 100 percent participation. Several of the educational faculty at the L.S. Brice School commented that the training was greatly appreciated.

John de la Howe School was overlooked for funding for a Resource Officer in FY00/01. The assignment of a Resource Officer would significantly promote physical safety on campus. All efforts to provide a safe environment for students and staff are encouraged.

One attempt to ensure a safe environment was the relationship cultivated with Cornell University to present Therapeutic Crisis Intervention (TCI) training. Although presenting TCI to counseling staff has been in effect for many years, the direct relationship with Cornell provided consultation and the training of more trainers in the program. Cornell University has made significant changes to the TCI curriculum; therefore it was necessary to have their expertise involved with course delivery.

Therapeutic Crisis Intervention (TCI) training is designed to help staff communicate effectively with students who are in distress and, if necessary, physically restrain students who have engaged in violent behavior, placing either themselves or others in danger. The course focuses on communication skills and techniques to listen and assist young people with decision-making and anger management. The Cornell presenters also recommend a measurement system designed to track the number of crisis interventions in order to enhance training. This system is scheduled to be put in place, with a direct link to the Counselor Award Program, in FY02/03. In addition, the agency is planning to present this training to all staff at John de la Howe School, in priority order of need.

5.6. What is the extent of your involvement in the community?

The philosophy of the Superintendent and his senior leaders is to support the community. For John de la Howe School, community includes the local community, the community of professional associations, and the community of South Carolina state government.

Every year, John de la Howe School orchestrates the Dairy Festival on the campus. This is an opportunity for the local community to interact with the agency. The agency also has a strong volunteer program. Many employees are active in local politics, church groups, and academic settings. Membership in professional associations is encouraged. Finally, opportunities to share resources with other state agencies, such as the Department of Natural Resources, Department of Parks, Recreation, and Tourism, Department of Revenue, Department of Archives and History, the State Election Commission, and the Office of Human Resources, have provided both parties with needed resources.

Category 6- Process Management

6.1. What are your key design and delivery processes for products/services, and how do you incorporate new technology, changing customer and mission-related requirements, into these design and delivery processes and systems?

John de la Howe School's key business drivers are those activities that directly impact the students and their families. The Residential and Treatment Services department and the Education department provide service delivery to the agency's primary customers. The Business and Support Services department and the Organizational and Staff Development Department provide support processes to the agency. The Administration area provides both direct and support services to the agency and BoT.

A systematic approach to determining appropriate adjustments in work processes is still in the beginning stages for many of the agency's systems. Historically changes are initiated without studying the impact the revisions might have on the entire agency over a period of time. In contrast, teams have been established comprised of Unit Coordinator, 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 and Treatment 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.

The agency recently upgraded its servers to provide better service to employees and improve the web site. As a result of this upgrade, it is now possible to put all available human resources policies and procedures on the web site. Implementation of this project is in the beginning stages.

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

Currently, key processes to initiate improvement efforts are identified through leading indicators. After reviewing trend data, a decline in student placement suggested that analysis of the intake process was necessary. Although an in-depth problem-solving assessment to the intake process was scheduled for FY01/02, it was not possible to send additional staff to Fourth Generation training or to directly purchase materials and deliver it in-house. Without this training, staff may not systematically assess workflow processes designed to maximize appropriate process change. In lieu of process management training and development for staff, the Strategic Plan and the Scorecard provide documentation and focus on critical issues facing the agency.

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

The most significant support processes for the agency is the Strategic Plan and metrics system. As discussed in Category 2 and shown in figure 2.1, the deployment of the

Strategic Plan and assessment of performance measures was developed. With the BoT, Superintendent, and Department Directors' full support, deployment of this system was ensured. The Administrative Team was able to review performance measures and the Strategic Plan in the first half of the fiscal year; the second half of the fiscal year was dedicated to planning in preparation of budget reductions. The process used to plan for budget reductions was presented in Category 1, Chart 1.1.

A less complex process, but important one, is the paper flow process for training registration. The process was identified as cumbersome and inefficient based on a leading indicator that paperwork stalled in the training coordinator's office. After attending a Fourth Generation Management course, the process was flow charted and refined based on input from the Administrative Team. The new process was implemented and immediate improvement was recognized. Now, not only do registrations and documentation flow better, but the Superintendent must approve any expenditure for training events.

As required by the State, a deferred maintenance plan is projected for five years. Permanent improvement expenditures are based on the greatest need. Greatest need is determined by the condition of the structure and impact on services the agency provides.

6.4. 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 fix the swimming pool. Swimming pool activities are designed for the children to provide them with interactive opportunities. The involvement between the Director of the Business and Support Services Department and the contractor has led to progress toward 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. The impact of these agencies occurs during the licensure process outlined by DSS. A process and time line was established for the DSS licensure process during FY00/01. The management of this process shifted from the Department of Organizational and Staff Development to the Department of Residential and Treatment Services. Since, the process was originally housed within Residential and Treatment Services, it made sense to have it return.

Category 7 – Results

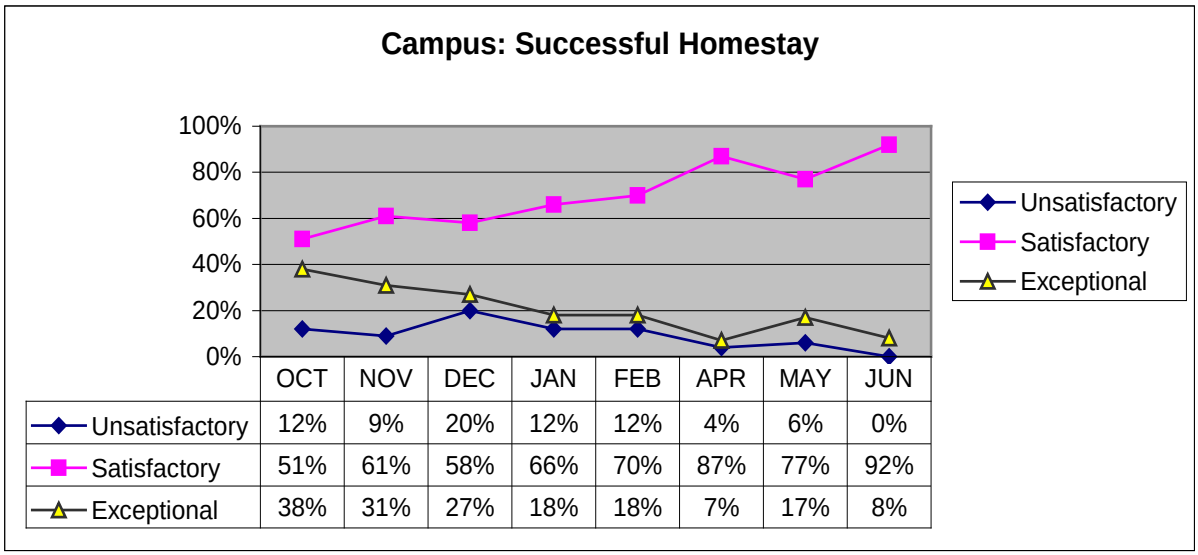
Customer Satisfaction

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

The campus program is designed for students at a moderate level of need for behavior interventions, while the Wilderness Program consists of campers with more severe referral behaviors. In terms of interactions between the staff and children, this suggests that the Wilderness Program campers require a more restrictive environment.

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 obtain more reliable and meaningful measures.

The first graph (Figure 7.1.1) shows data for the family participation component (homestays) for three-quarters of FY01/02. This metric is being prepared and documented differently than in the past in order to provide enhanced reliability. A homestay occurs when a student returns to his or her permanent residence for an extended period of time. Successes during homestays suggest a change in the students' behavior and increased skill in the families' interaction.



	OCT	NOV	DEC	JAN	FEB	APR	MAY	JUN
Unsatisfactory	12%	9%	20%	12%	12%	4%	6%	0%
Satisfactory	51%	61%	58%	66%	70%	87%	77%	92%
Exceptional	38%	31%	27%	18%	18%	7%	17%	8%

Figure 7.1.1

The following graph (figure 7.1.2) shows the average of successful homestays for campus students. It is assumed the increase in FY01/02 data is a result of increased documentation and clarification of homestays.

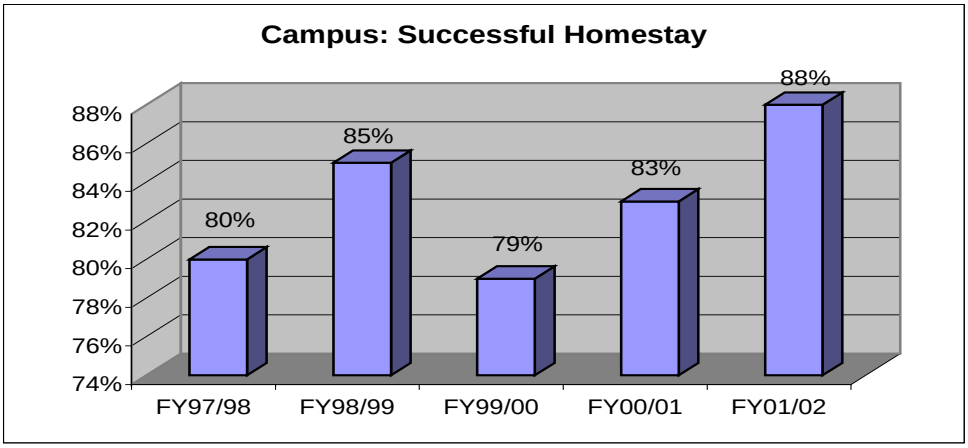


Figure 7.1.2

Figure 7.1.3 shows data for the Wilderness Program. The wilderness jump in successful homestays in FY00/01 is attributed to the assumption that a high graduation rate in the core group of campers impacted the socialization of new campers into the group norm. The jump in FY01/02 is attributed to the small population size of the campers.

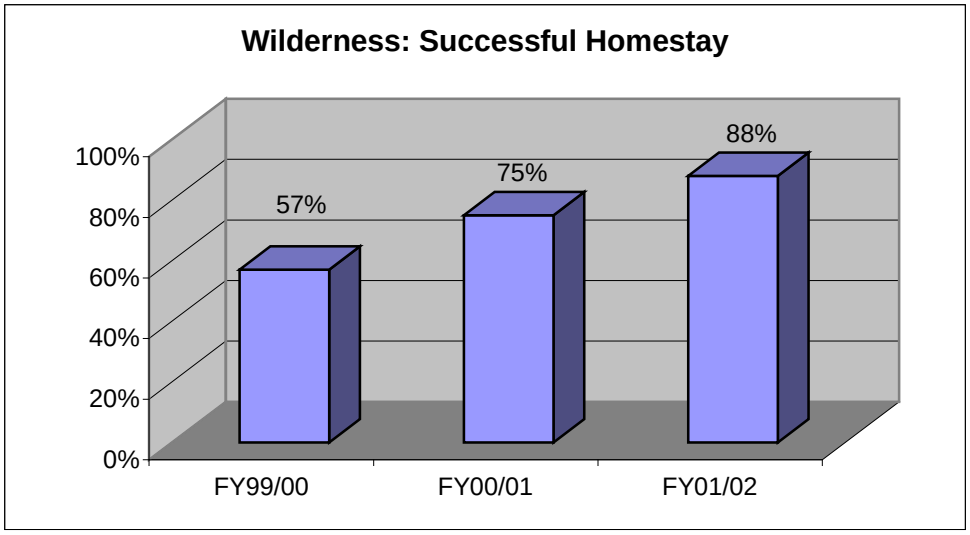


Figure 7.1.3

Individual Plan of Care (IPC) goals are another means of obtaining customer satisfaction data. IPC goals are developed between the student and the treatment team. Each treatment team consists of a Unit Coordinator, Clinical Therapist, and Teacher. Any movement in achieving IPC goals for the student is positive. Figure 7.1.4 shows goal attainment for the Wilderness Program.

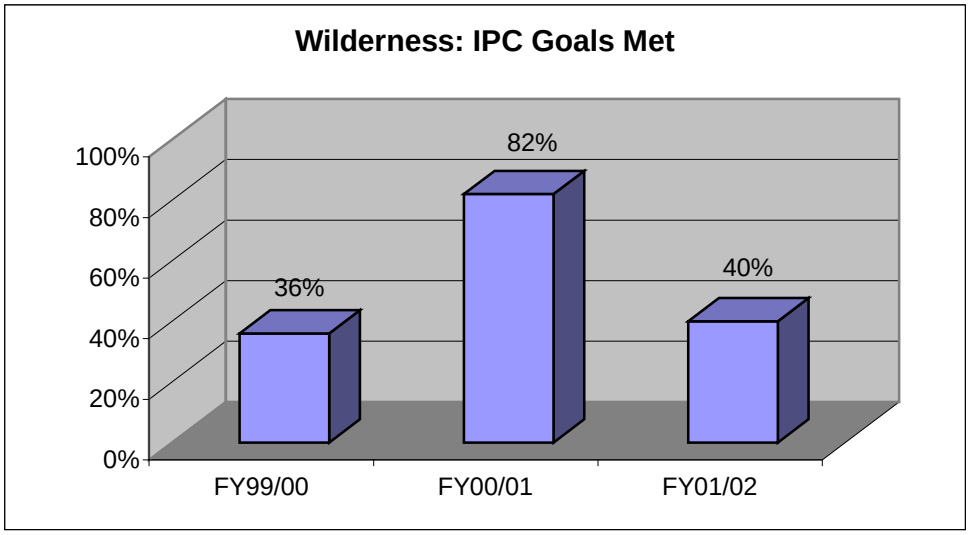


Figure 7.1.4

The sharp increase in the wilderness data is attributed to a significant change in the stability of the core peer group. Campers in the Wilderness Program learn a great deal

about accepted behavior from their peers. As a result of the FY 99/00 data, rotation within the groups was adjusted providing increased stability within the group culture.

The next two graphs (Figure 7.1.5 and Figure 7.1.6) show data pertaining to Shift Summaries. These summaries are prepared weekly on students and campers and indicate how well the young person is doing while in our care. This is new data collected and reviewed; therefore, the first quarter of the fiscal year is omitted. This measure was included as a result of a cross-departmental working session, including Education, Residential and Treatment Services, and Organizational and Staff Development.

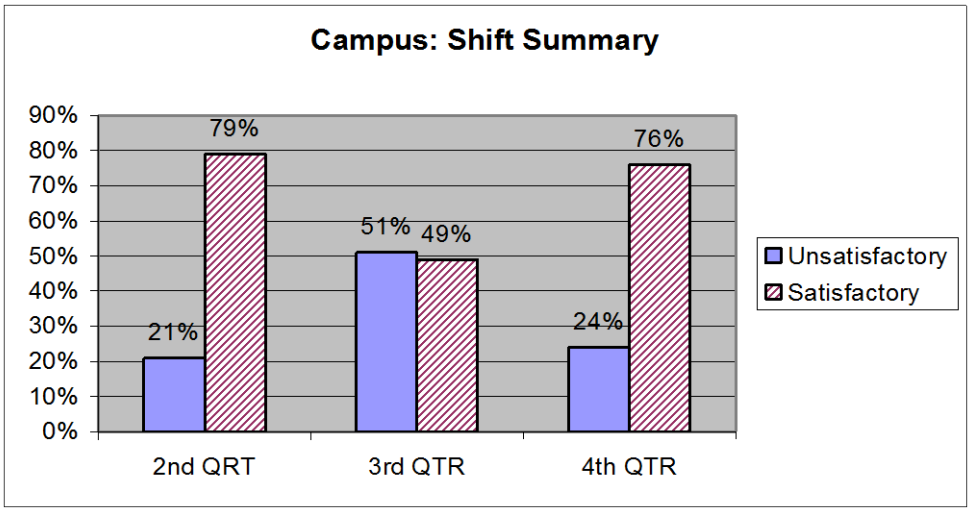


Figure 7.1.5

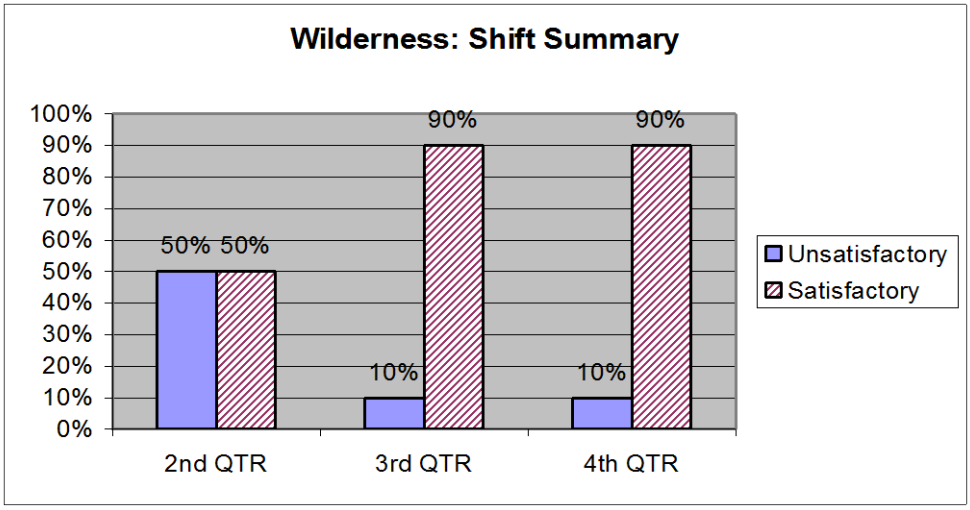
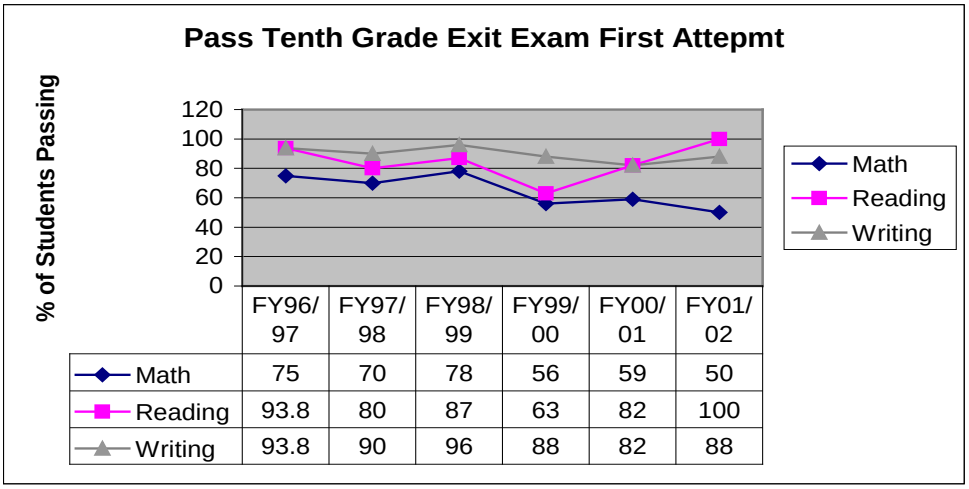


Figure 7.1.6

Figure 7.1.7 shows the percentage of students who passed the tenth-grade exit exam on the first attempt. The focus remains on math scores for improvements. The significance of this graph is that nearly 70% of the students accepted at John de la Howe School are below their grade level when they are admitted. Additionally, many of the students are not motivated to learn or have not developed the skills necessary to achieve academic success. These are the students that would likely drop out of school; thus, to achieve academic success in any discipline is significant.



	FY96/97	FY97/98	FY98/99	FY99/00	FY00/01	FY01/02
Math	75	70	78	56	59	50
Reading	93.8	80	87	63	82	100
Writing	93.8	90	96	88	82	88

Figure 7.1.7

Three more new measures are presented in the following graphs. Fiscal Year 2001/2002 was the first full year to use behavioral and perceptual assessments. These assessments will be reviewed in the upcoming year to determine usefulness.

The table below shows the results of the Self-Esteem Index (SEI). This index is an 80-item, norm-referenced, self-report instrument designed to elicit children's perceptions of their personal traits and characteristics.

SEI Quotient Score Indicators:

MEAN=100 (Normal) ***Standard Deviation= +/- 15***

1 Standard Deviation (15) = Mild Impairment

2 Standard Deviations (30) = Moderate Impairment

	First Quarter 01/02		**Second Quarter 01/02**		**Third Quarter 01/02**		**Fourth Quarter 01/02**	
	Admission	Month 6	Admission	Month 6	Admission	Month 6	Admission	Month 6
Highest Recorded Score	136	126	116	N/A	134	131	113	102
Average Score of Total Population	116	98	95	N/A	100	99	94	93
Lowest Recorded Score	59	73	63	N/A	69	60	72	85

The next graph (Figure 7.1.8) presents data on the Global Assessment of Functioning (GAF). This is a measure used to assess an individual's level of functioning with regard to daily activities, behaviors, and emotions.

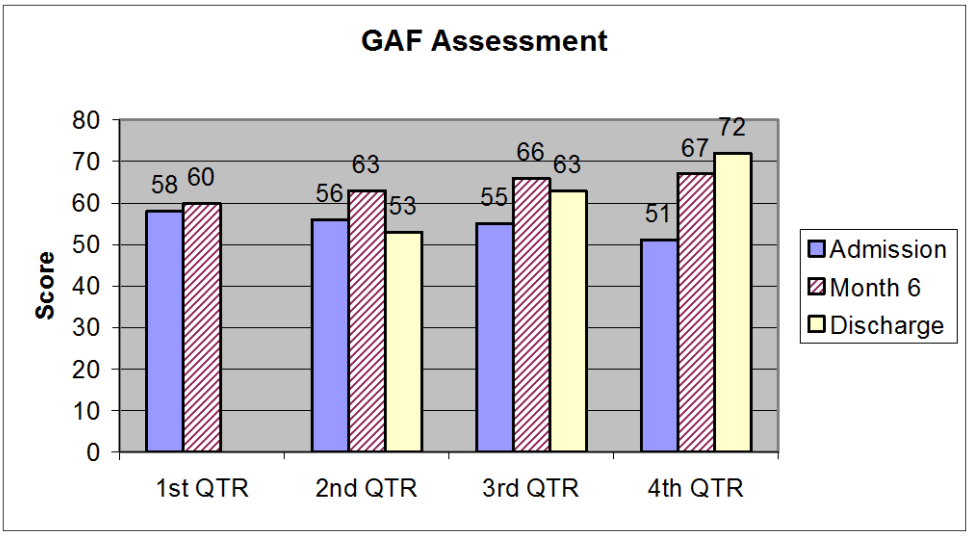


Figure 7.1.8

The final graph (Figure 7.1.9) is a correlation using the Child Adolescent Functional Assessment Scale (CAFAS) and the time the assessment was administered. The CAFAS is a clinician-rated measure which can be used in both clinical and research settings to assess clinical progress or outcome. The CAFAS contains choices of behaviorally-oriented descriptions, from which the rater chooses those that best describe the client based on the knowledge the rater has about the clients. **With this instrument the lower the score, the better. Therefore, the slope downward is good.**

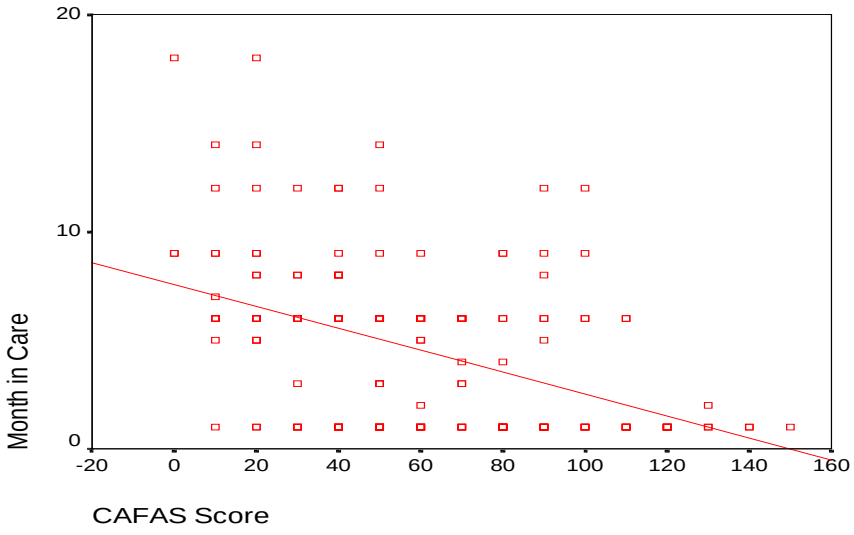


Figure 7.1.9

The Department of Residential and Treatment Services is now using the same student/parent satisfaction survey for the Campus Program and the Wilderness Program. The following graphs: Figures 7.1.10, 7.1.11, 7.1.12, 7.1.13, 7.1.14, and 7.1.15 show the comparative results between the parent and the student/camper. A five point Likert scale was used ranging from Strongly Agree to Strongly Disagree. Only responses strongly agree to agree are presented in each graph. The question asked on each survey is presented inside the graph. The remaining responses are discussed below each graph.

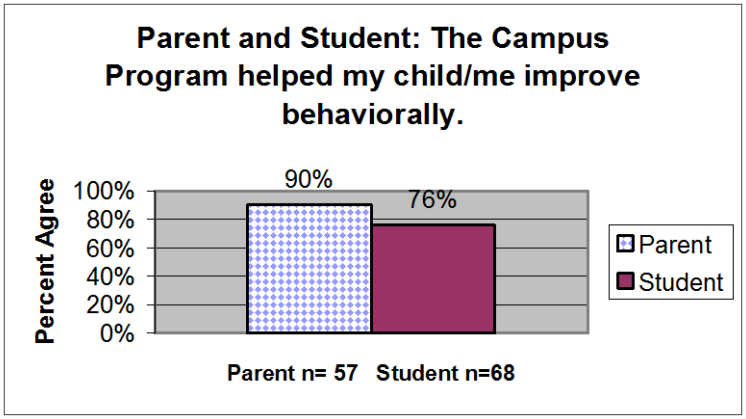


Figure 7.1.10

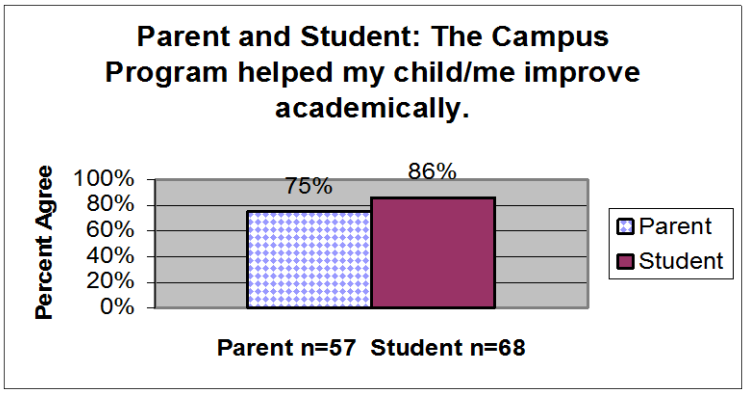


Figure 7.1.11

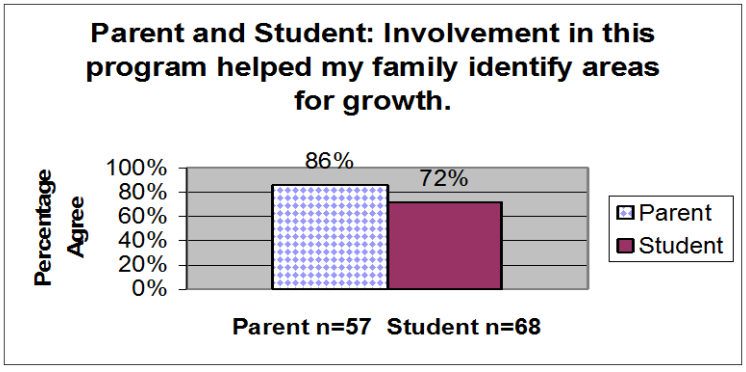


Figure 7.1.12

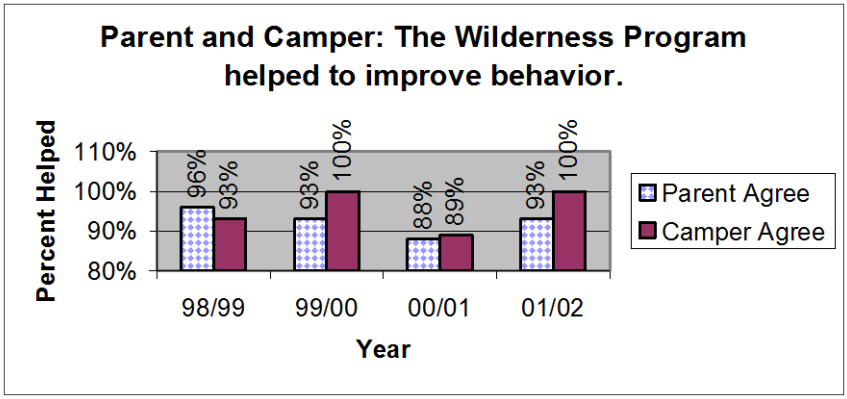


Figure 7.1.13

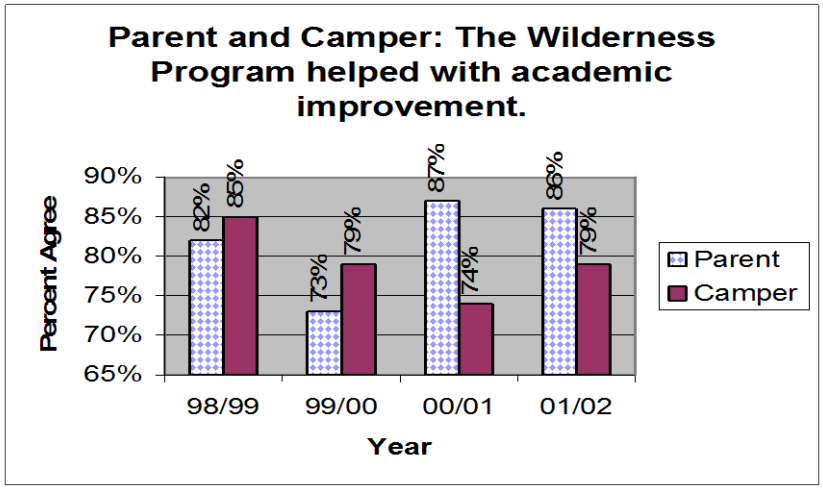


Figure 7.1.14

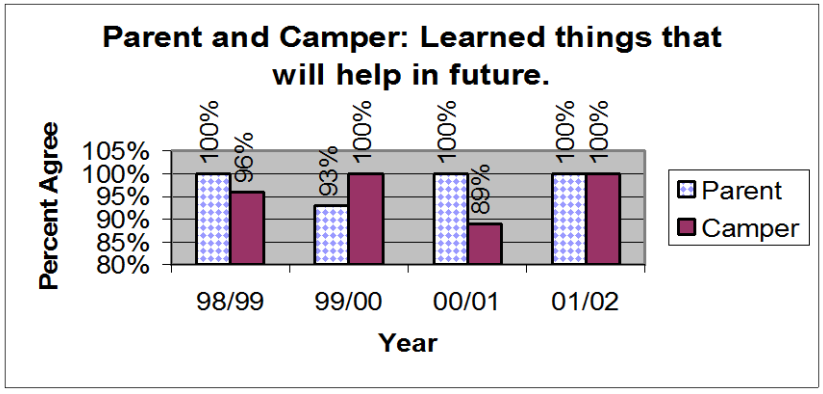


Figure 7.1.15

The following graphs (Figures 7.1.16, 7.1.17, and 7.1.18) show students' responses and parents' responses to separate questions. Figure 7.1.18 shows trend data because this instrument has been in use in the Wilderness Program for several years; whereas, this is its first year on the Campus.

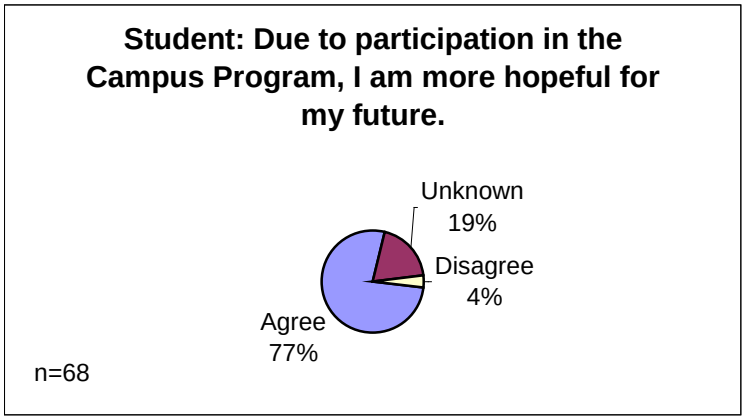


Figure 7.1.16

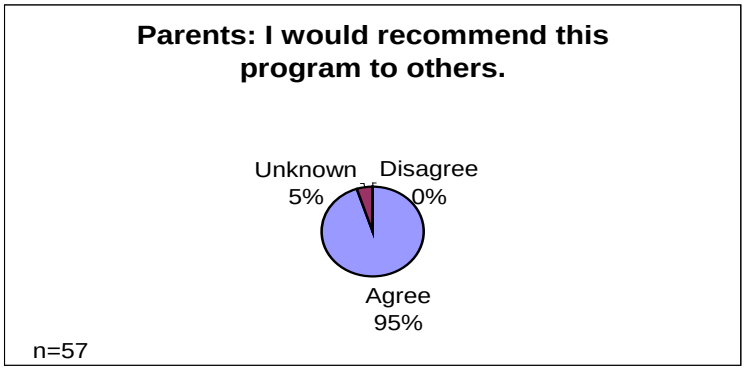


Figure 7.1.17

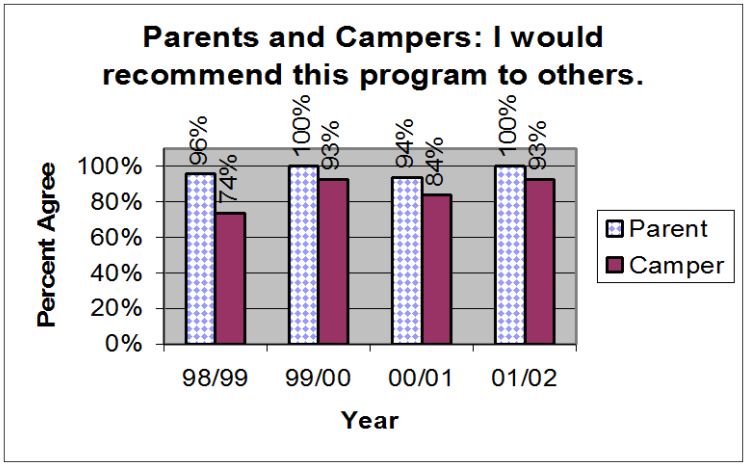


Figure 7.1.18

Mission Accomplishment

7.2. What are your performance levels and trends for the key measures of mission accomplishment?
The number of students served throughout the year are reflected in Figure 7.2.1. As mentioned previously in this report, attention is given to the intake process. The agency continues to balance the number of requests for placement with the number of spaces available.

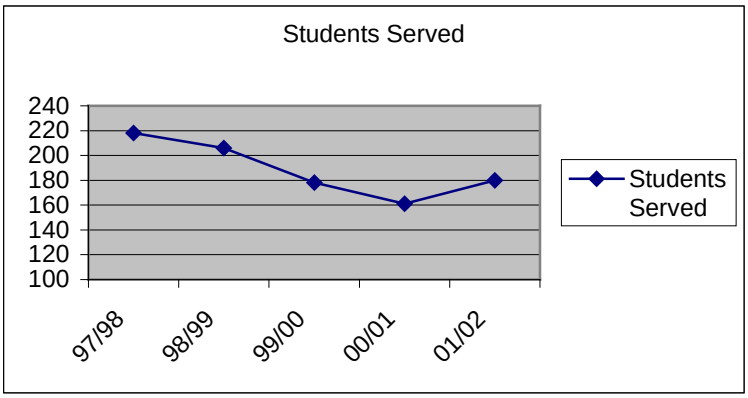


Figure 7.2.1

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 under Reputation. Table 7.1 shows the number of attendees for each activity.

PRESENTATIONS				TOURS				EVENTS			
Number of Activities		Number in Attendance		Number of Activities		Number in Attendance		Number of Activities		Number in Attendance	
FY00/01	FY01/02	FY00/01	Y01/02	FY00/01	Y01/02	FY00/01	FY01/02	FY00/01	FY01/02	FY00/01	FY01/02
16	43	2095	2094	11	10	161	470	13	26	2876	3305

Table 7.1: Number of Presentations

As mentioned in Category 5, a safety committee meets to improve the safety practices on campus. Also mentioned in Category 5, an incentive committee met to suggest an event to recognize staff for their contributions. A cross-functional team with all of the administrative personnel met to improve processes pertaining to records management. The continued focus on teamwork and cross-functional initiatives is expected to improve the agency's efforts toward accomplishment of the mission.

John de la Howe School appreciates and relies on the support it receives from its Alumni Association. Table 7.2 shows the number of former students enrolled in the school, who continue their relationship with the agency.

DESCRIPTION	NUMBER	
	FY00/01	FY01/02
Alumni who joined Alumni Association during reporting period	107	25
Total member in Alumni Association during reporting period	1347	1372

Table 7.2: Alumni Association

Employee Satisfaction

7.3. What are your performance levels and trends for the key measures of employee satisfaction, involvement and development?

The graphs below (Figures 7.3.1 and 7.3.2) provide a compilation of the data analysis received in the report provided by the Office of Human Resources' Retention Study compared to the FY01/02 Employee Satisfaction Survey. Areas of dissatisfaction result in process improvement efforts. As a note of caution, the retention study targeted the counselors, unit coordinators, and activity therapists at John de la Howe, since that was the area with the highest amount of turnover. This comparison shows an increase of 11% in satisfaction in receiving adequate training. This increase is a direct result of the implementation of the Counselor Award Program (CAP), which is part of HOWE University.

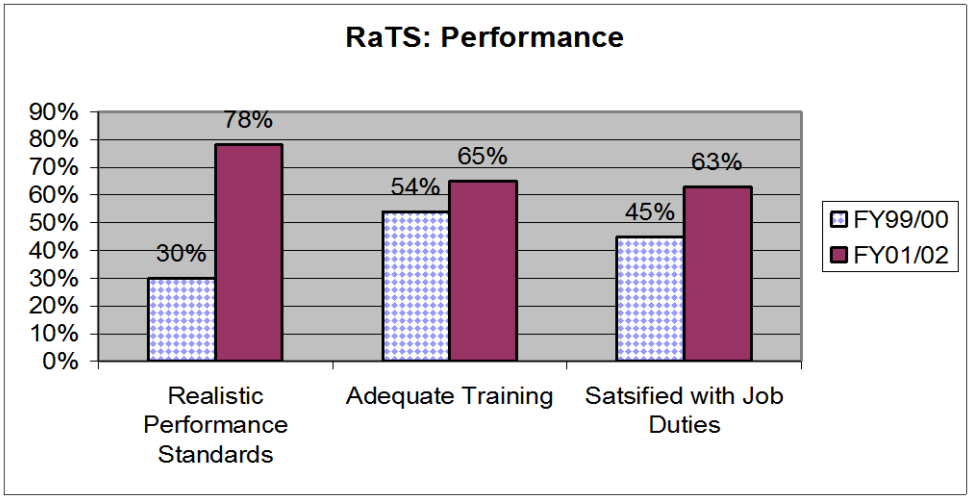


Figure 7.3.1

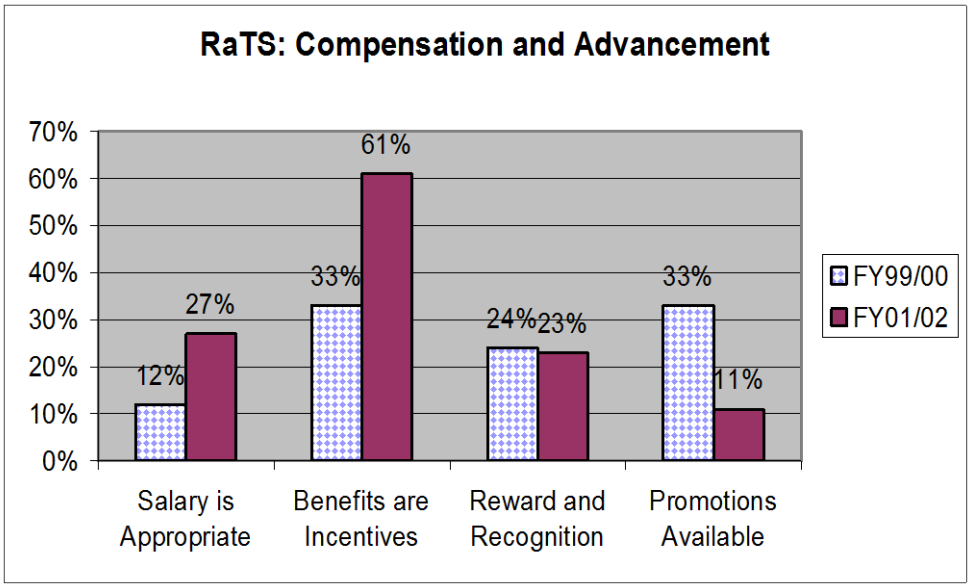


Figure 7.3.2

The following graphs show a series of results for the entire agency. The following information is a sample of the 20-item questionnaire.

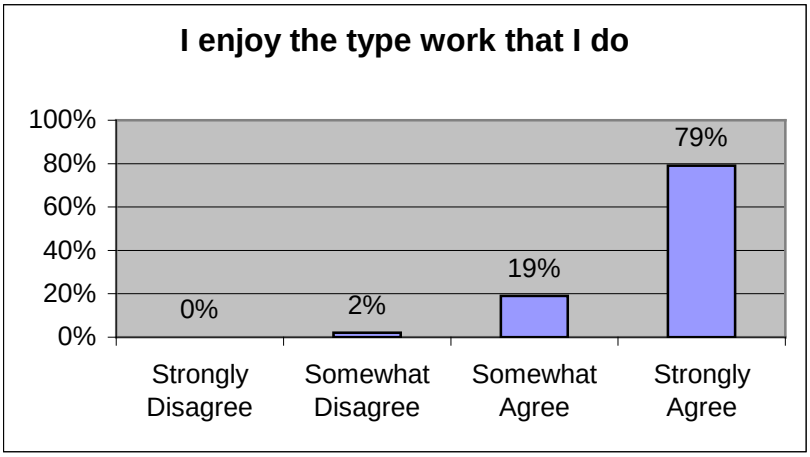


Figure 7.3.3

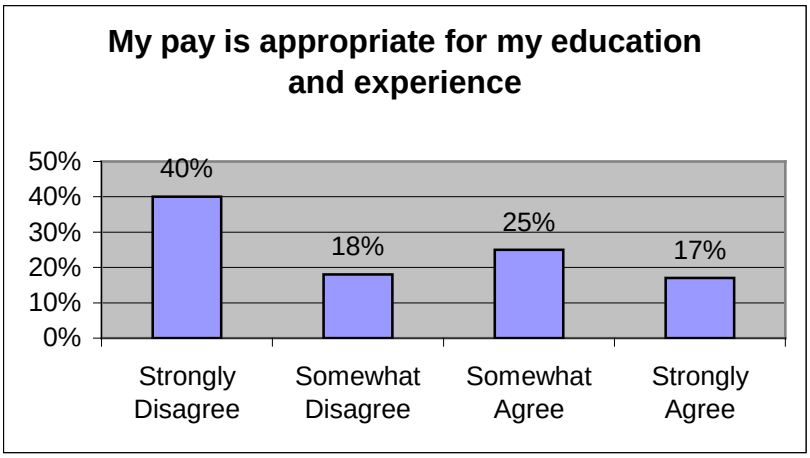


Figure 7.3.4

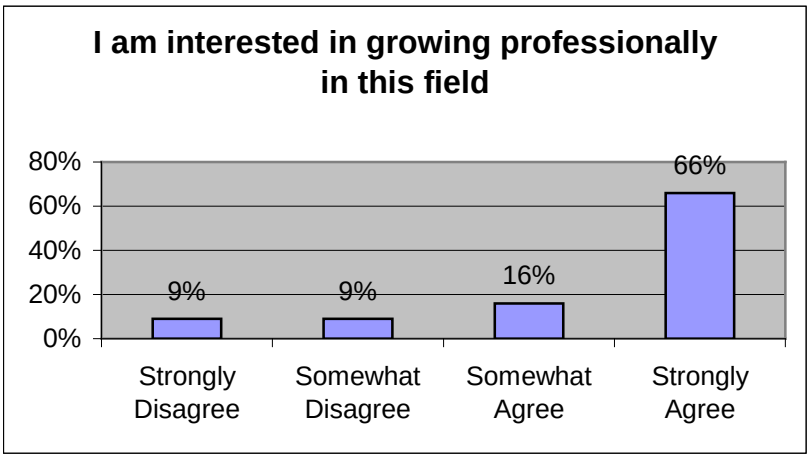


Figure 7.3.5

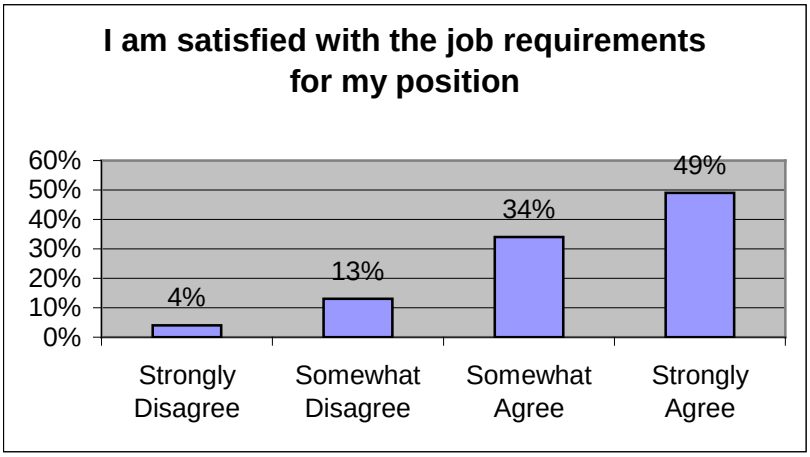


Figure 7.3.6

Listening to employees, setting clear goals, and measuring motivation are driving factors for the agency's leadership. The agency is in transition. The Administrative Team has changed three times in the past two years. Change of this magnitude impacts the entire organization. A measure used to determine employee motivation and satisfaction is retention. Through the review of data over time, it appears that the system is beginning to stabilize. Realizing that a change in leadership is not the only factor that impacts employee retention, it is a consideration for analysis.

Table 7.3 presents data regarding number of employees beginning and terminations during the fiscal year. Employee termination includes resignation by the employee.

TURNOVER BY DEPARTMENT										
Year	Department									
	Administration		L.S. Brice School		Residential and Treatment Services		Business and Support Services		Organizational and Staff Development	
	Beginning Number	Terminated Employment	Beginning Number	Terminated Employment	Beginning Number	Terminated Employment	Beginning Number	Terminated Employment	Beginning Number	Terminated Employment
99/00	4	0	25	3	65	30	25	2	N/A	N/A
00/01	6	1	25	7	68	28	26	4	3	0
	FTE End of Year	Terminated Employment	FTE End of Year	Terminated Employment	FTE End of Year	Terminated Employment	FTE End of Year	Terminated Employment	FTE End of Year	Terminated Employment
01/02	5	0	30	5	58	32	25	2	4	0

Table 7.3: Turnover by Department

Figure 7.3.7 presents the information for all departments within the agency in the percentage of employees that terminated employment with John de la Howe School.

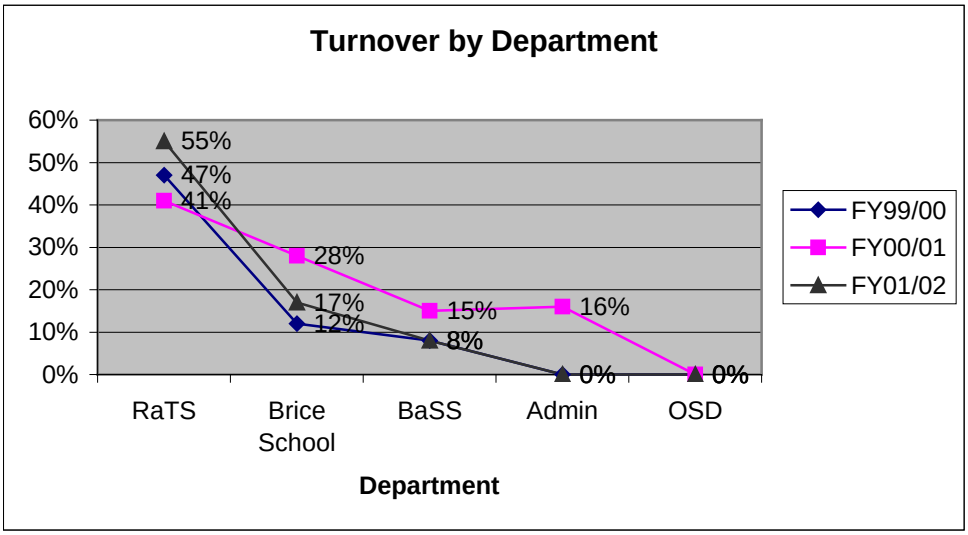


Figure 7.3.7

Table 7.3.5 displays the RaTS department by position. This department has the largest number of employees and experiences the largest turnover in the agency. Further explanation on the turnover rate is presented in section 7.3 of this category, employee satisfaction. All turnover calculations are inconsistent among the years because of position being frozen. The calculation for FY01/02 was changed to reflect the number of open FTEs available at the end of the fiscal year.

RESIDENTIAL AND TREATMENT SERVICES																
Year	**Position**															
	Director/ Assistant Directors		Admin. Assistants		Clinical Therapist		Unit Coordinator		Youth Counselor		Wilderness Counselor		Activity Therapist		Other	
	Start	Term	Start	Term	Start	Term	Start	Term	Start	Term	Start	Term	Start	Term	Start	Term
99/00	4	1	5	1	2	1	9	6	28	12	5	7	4	2	8	1
00/01	3	0	5	0	2	1	9	4	30	17	7	4	6	2	6	0
01/02	5	0	6	1	3	3	6	0	26	19	5	10	4	0	3	1

Table 7.3.5: Turnover for RaTS

Supplier/contractor/partner performance

7.4. What are your performance levels and trends for the key measures of supplier/contractor/partner performance?

Eighty percent (80%) of students placed initiate with interest from the family. Although applications have declined over several years, the recent declines are being investigated. Therefore, any data presented at this point would be unreliable. Some contributing factors for the decline might include, 1) families are finding other alternatives for placing their child, 2) increasing number of group homes in the state, 3) new programs to keep families intact, and 4) increased number of alternative and charter schools. Further investigation into the causes is expected to reveal information that the agency can use to ensure the appropriate placement action is taken. Appropriate placement is critical for the emotional health of the student and his or her family.

Regulatory/legal compliance

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

The table below (Table 7.5) compares the number of staff injuries with the amount of money paid through Workers Compensation, by year. The number of injuries has reduced over the past years.

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

Table 7.5

The Safety Committee will further their contributions by looking at the type of injuries and suggesting improvements to make John de la Howe School even safer.

In preparation for inspection and renewal of John de la Howe School's DSS license, the campus cottages and infirmary undergo a strenuous DHEC, Fire Marshal, and DSS inspection. The agency has always been awarded a DSS license each year it has been involved in the licensing process.

Financial performance

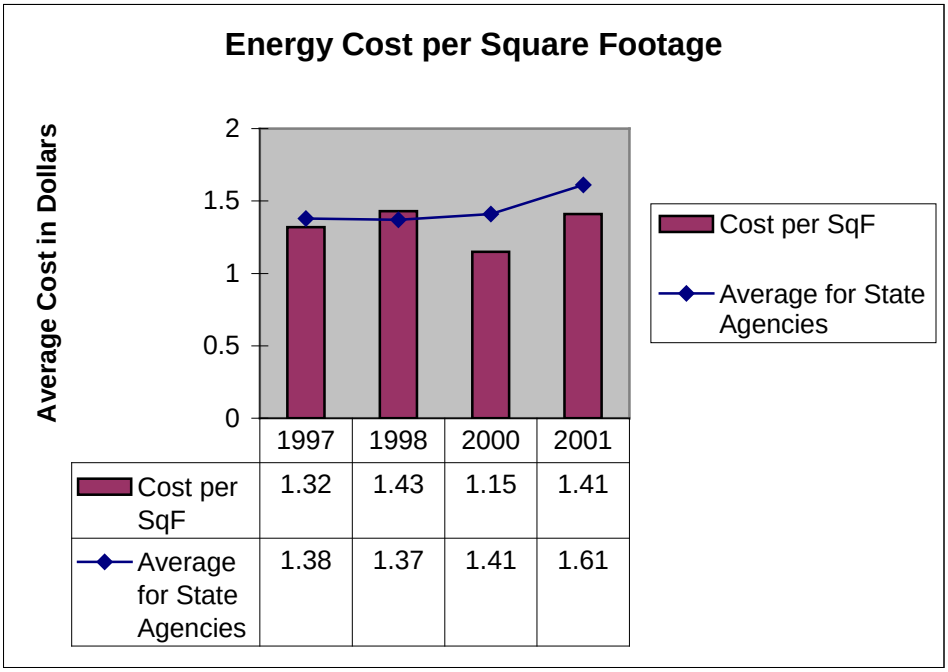
7.6. What are your current levels and trends of financial performance?

John de la Howe School has made some improvements over the year. For instance, the reduction in staff injuries has resulted in a decrease in the amount paid in workers compensation claims. However should a serious injury occur, the amount of a single claim could cause a spike in performance. The agency continues to look at the cost of

turnover by department. Although turnover has decreased in some fields, it has increased in others. Senior leadership monitors the trend in turnover quarterly. See figures presented in section 7.3.

Resource sharing with other agencies and organizations results in a "break even" intangible amount. The agency receives services without exchanging money and the agency provides services without charging money. The most significant cost saving partnership during the reporting period was that between the agency and the Office of Human Resources (OHR). The director of Organizational and Staff Development contracted with OHR to deliver several training courses. In turn, credit was given to John de la Howe School, which was used to send 23 employees through training courses and employees through the Certified Public Manager program.

The final two graphs show comparative data for our agency's energy usage. During 1998, the increase in energy cost resulted in the investigation into a more cost effective system. In 2001 the system was installed; however, two of the units were incorrectly installed resulting in a less than desired cost. The installation errors have been corrected and the agency expects to see the cost reduction in the 2002 report.



	1997	1998	2000	2001
Cost per SqF	1.32	1.43	1.15	1.41
Average for State Agencies	1.38	1.37	1.41	1.61

Figure 7.6.1

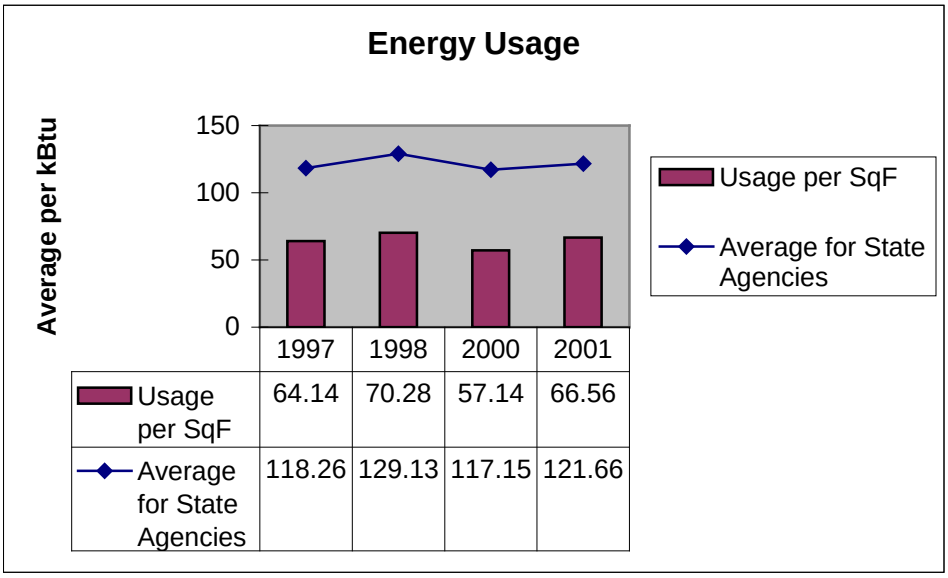

Energy Usage
Average per kBtu
150
100
50
0
Usage per SqF
Average for State Agencies
1997
1998
2000
2001
Usage per SqF
64.14
70.28
57.14
66.56
Average for State Agencies
118.26
129.13
117.15
121.66

Figure 7.6.2