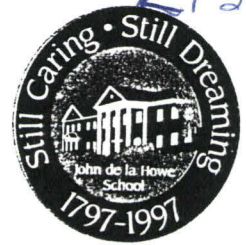


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State of South Carolina
John de la Howe School
Route 1, Box 154
McCormick, South Carolina 29835-9721



Phone: 864-391-2131
FAX: 864-391-2135

John C. Shiflet, Jr.
Superintendent

March 5, 1996

Donna Capps
Office of State Budget
1122 Lady Street, 12th Floor
Columbia, SC 29201

Dear Ms. Capps:

Attached is John de la Howe School's FY 1994-95 Accountability Report. The document was prepared with WordPerfect 6.1 and copied to the 3.5 inch disk.

If you have any questions, or need additional information, please call me. We faxed this document to Mr. Harry Bell, (803) 734-0645, on March 5.

Sincerely,

Joe Adams
Information Resource Coordinator

encl.

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

PROGRAM: CHILDREN'S SERVICES

Program Goal:

- A. **Campus Living:** To provide treatment-oriented residential programs for an average daily population of 120 children and youth, including social services, medical care and opportunities for spiritual growth.
- B. **Wilderness Camping Program:** To provide a structured, short-term, therapeutic wilderness experience for 80 campers each year including social services, educational services, utilizing campus medical and chapel staff.
- C. **Activity Therapy:** To provide therapeutic activities for campus residents, including recreational activities and real-life work experiences.

Program Objectives:

- A. **Campus Living:** To determine children's need for placement. Work with child and family to set placement goals and progress through treatment goals. Provide residential group care environment in cottage setting. Provide group counseling. Provide individual counseling. Provide basic care needs. Provide basic medical services through a campus infirmary. Provide opportunities for spiritual growth. The overall objective of the cottage living program is to help each student deal with the presenting problem requiring placement outside the home by providing structure, guidance, discipline, goal setting, and achievement; with the outcome being for each child to return home and become a productive citizen.
- B. **Wilderness Camping Program:** To assess the needs of each applicant and his family. To create an individual treatment plan. To assist children in reaching goals through group counseling (positive peer culture), and individualized counseling. To provide opportunities in a wilderness setting to enhance self-esteem. To provide basic care.
- C. **Activity Therapy:** The ultimate objective of the Activity Therapy program is to operate in concert with the entire agency and other involved agencies to successfully reunify the child to his or her family. Our program strives to provide therapeutic work and recreation activities with the objective of teaching proper socialization skills, resolve family and community conflicts, and increase the client's self-esteem. A further objective is to help the client become a more positive and beneficial member of society. Respect for rules and authority is taught through group processing and appropriate peer pressure

with the objective of reducing the risk of delinquent or antisocial behavior. Valuable work skills are taught with the objective of increasing the quality of life for the client and increase their contribution to society. Group processing and individual counseling are used to resolve problem issues of misdirected anger or unresolved traumas such as neglect, physical abuse or sexual abuse. The objective is to help produce mentally and physically healthy individuals. Self-esteem is enhanced and marketable skills are learned through participation in the Enterprise Market Program (EMP). The EMP includes a senior volunteer component, enabling students to form relationships with and learn from senior volunteers.

Performance Measures: Children's Services-Campus Living/Wilderness Camping Program/Activity Therapy

Workload Indicators: FY 94-95

Referrals Received	1773
Applications Received	577
Total Admitted	175
Under Care July 1, 1994	123
Total Served	298
Discharged	176
Under Care June 30, 1995	122

Efficiency Measures:

Information on John de la Howe School programs is collected annually by The Duke Endowment to develop a comprehensive program cost report. Our statistics are then compared with four other South Carolina children's homes averaging more than 45 children per day. This information is valuable as we assess the efficiency of our respective programs.

The latest Duke report statistics listed five South Carolina children's homes averaging more than 45 children per day. The cost per day per child ranged from \$39.48 to \$74.38 for all expenses (excluding education and wilderness programs). John de la Howe School's average cost was \$63.68 per day per child. John de la Howe School is the only South Carolina wilderness program evaluated by The Duke Endowment and, therefore, there is no average for the group of agencies. Our wilderness program costs were \$100.94 per day per camper. Educational costs are discussed in the Education section of this report.

Effectiveness Measures:

1. *Children will achieve a higher level of privileges through successful performance of prescribed responsibilities.*

In August 1994 (beginning of the school year) there were 140 student residents of John de la Howe School. Campus students are assigned one of three levels of privileges. New students start at *Step 1* and can progress through *Step 2* to *Step 3* based on their achievements. At the beginning of the school year 99% were assigned to the lowest level or visiting their home. At the end of the school year, there was a total of 136 student residents. By then 39% had progressed to *Step 2* and one student made it to *Step 3*.

2. *Year-end evaluations will reveal an increase in child's social development and progress toward goals.*

Year-end evaluations of all campus residents suggested each student had made significant progress on individual and family goals. Eighty-eight percent of wilderness program campers (89 total) had met or exceeded their goals during the reporting period. Some campers (8.4%) were identified to receive additional services and transferred to the campus program. Ninety percent of the students discharged at the end of the 94-95 school year met or exceeded their original treatment goals. Of the total students discharged during the year, 57% met or exceeded their goals.

3. *Subjective observation of child will indicate a more positive self-concept.*

There were many examples of children entering our program with low self-esteem and making positive improvements.

4. *Children will consistently make appropriate behavioral decisions.*

Of course all school-age children are challenged to make good decisions. Because we structure our programs, students receive very clear guidelines and have many opportunities to make good decisions. Approximately 64% of the FY94-95 campus students indicated a desire to continue to work toward successful completion of the program and were approved to return for the next campus school year.

5. *Meaningful relationships will develop between children and between children and adults.*

The correspondence from former students is a good indication of the positive relationships that occur during a child's stay. However, we feel our senior volunteer program is the best indication of meaningful relationships. The project is in its third year and continues to grow in numbers and enthusiasm.

6. *Evaluation of home visits will indicate progress in terms of family relationships.*

An internal evaluation of wilderness program services by parents and families revealed that more than 36% strongly agreed with the positive results of their experience. Only 5% of the responses indicated disagreement or strong disagreement.

7. *Children's work habits will indicate a higher regard for the work ethic.*

One hundred percent of the campus students participated in after-school work crews. All students are assigned chores and responsibilities in their groups. The importance of doing a good job is constantly emphasized.

8. *Examination of health records will reveal appropriate health care provided with children taking a more positive approach to personal health care.*

The School Nurse and her assistants performed a total of 140 medical exams. They made appropriate recommendations where needed, and many students received routine treatment from the local medical center and dental office. Emergency care and more serious needs were handled through the local hospitals. Approximately 75% of our students received health instruction in personal hygiene, sexually transmitted diseases (STDs), prevention of pregnancy, self-exam procedures, etc.

PROGRAM: EDUCATION

Program Goal: To provide an accredited, appropriate, educational program for all John de la Howe School students.

Program Objectives: To provide: appropriate educational services for all John de la Howe School students as defined by applicable state and federal requirements; an accredited educational program for students in grades 1-10, as approved by the State Department of Education; appropriate counseling services to the students placed in the care of the agency; appropriate vocational instruction/training to students in grades 7-10; appropriate special educational instruction for students classified as Learning Disabled or Emotionally Handicapped; appropriate remediation services and instruction to students who fail to meet the prescribed standards in the Statewide Testing Program; opportunities for students to enhance their socialization and leadership skills through such school related activities as dances, athletics, school newspaper, yearbook, video news broadcasts, student government and special school sponsored programs in which the students perform.

PERFORMANCE MEASURES: EDUCATION

Efficiency Measures:

The same Duke Endowment statistics referenced earlier are used to evaluate John de la Howe School education programs.

The latest Duke report statistics listed four South Carolina children's homes with educational expenses. The cost per day per child averaged \$9.92 for all regular education programs. John de la Howe School's educational cost was \$24.36 per day per child. We attribute this seemingly large anomaly to providing on-campus

educational services for all clients. The one other South Carolina children's home with an on-campus school listed \$20.51 per day per child as the expense for education personnel.

Effectiveness Measures:

1. *State Department of Education will reveal an "All Clear" rating for the educational program.*

The Education Department received an "All Clear" rating for all areas for the 1994-95 school year from the State Department of Education Accreditation Section. This included the Elementary School, High School, District Office, and the School Board.

2. *Comparisons of student test scores with previous years' scores will reveal an increase of at least one grade level.*

Many of our students have not participated in the statewide testing program regularly because of truancy, suspensions, expulsions, and special education individualized instruction programs. When we decided several years ago to become involved in the statewide testing program, it was to allow the students in our care an opportunity to participate in the same type educational programs they left and to also allow our teachers and their future teachers an opportunity to determine any strengths and weaknesses these students may have.

It is most important to remember when looking at these scores that most of the students attending our school are "at-risk" students and are one or more years behind in school. It is also important to remember that the average length of placement for our students is around one year for the campus students and five months for the wilderness program students. As you can see we have a very transient student population and students are being admitted and discharged during the school year. In a number of cases the students who are tested at de la Howe are not the same students that started the school year.

3. *Disciplinary referrals will decrease over the course of the school year.*

There is a definite correlation between the number of discipline referrals and the length of stay in the program. The longer a student is in placement and has opportunities to grow accustomed to the school's rules, climate, and culture, the fewer disciplinary referrals we receive.

4. *Student vocational skills will increase.*

Through participation in our career education/exploration classes and through the prevocational education program our students are introduced to various skills and vocational opportunities. The students gain valuable hands on vocational skills through participation in the various projects associated with the Howe-to-Industries and

through participation in work projects directed by the student work program.

5. *Teacher observation will reveal student progress in academic and socialization skills.*

Student progress in academic and socialization skills showed a positive percentage increase as measured through a survey and the number of students retained during the 1994-95 school year.

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