2005 – 06 Accountability Report
Transmittal Form

Agency Name _____ John de la Howe School _____

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Agency Director _____ Mark S. Williamson, Superintendent _____

Agency Contact Person _____Mark S. Williamson _____

Agency Contact's Tel. No. _____ 864-391-2131   Ext. 113 _____

John de la Howe School

"South Carolina's Home for Children"

Annual Accountability Report
Fiscal Year 2005 – 2006

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Section 1 – Executive Summary

1. Mission and Values

Mission

- To strengthen children and families of South Carolina who are experiencing difficulties to the extent that a planned separation is necessary.

Values

- Advocacy: By protecting their rights and striving to meet their needs, John de la Howe School serves as a strong advocate for the children and families served.

- Excellence and Creativity: John de la Howe School holds in high regard an environment, both physical and emotional, that fosters creativity and results in positive outcomes through service excellence.

- Honesty, Truth and Integrity: John de la Howe School regards honesty, truth and integrity as essential ingredients for the positive growth and development of the children and families served.

- Responsibility and Accountability: John de la Howe School attaches great importance to responsibility and accountability as means to ensure children and families served receive the highest quality of care possible.

2. Major Achievement From Past Year

Major achievement from the past year include:

- Restoration of Wilderness, Equine, and Farm programs all of which, despite their significant therapeutic value, had been closed for several years

- Organization restructuring resulting in the formation of a synergistic, senior leadership team comprised of specialized positions

- 25% increase in number of children served from the previous year

- 95% census capacity in operating cottages

- 62% of discharged students experienced progress in treatment

- 72% reduction in turnover of historically high turnover, direct care positions – 1st quarter to 4th quarter

- 10% reduction in administrative level personnel costs through organization restructuring, while creating operational efficiencies

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- Returned to the taxpayers of South Carolina $10,000 of the agency's carryforward funds for FY07

3. Key Strategic Goals for Present and Future Years

While a considerable number of initiatives will be realized at John de la Howe School during FY08, key initiatives include:

- Development of a Quality Improvement department responsible for ensuring the agency operates at a high quality level through the development of quality improvement systems and processes.

- Submission of application for accreditation to Council on Accreditation

- Redevelopment of certain components of the behavioral health treatment program including, but not limited to, treatment model, behavior management model, and greater family involvement in treatment

- Development of staff recruitment and retention plan with particular attention given to difficult to fill positions

- Maximum utilization of current electronic information system

- Analysis of specific cost centers such as food and supplies

- Replacement of single, agency-wide operating budget with department budgets

- Implementation of an intra-agency leadership development program specifically for middle managers in the social service field

- Agency-wide review and revision of policies and procedures – administrative and clinical

- Development and implementation of an agency management information system

- Generate revenue from alternative sources e.g., renting space suitable for community events

4. Opportunities and Barriers That May Affect Success

The opportunities that may affect John de la Howe School's success in fulfilling its mission and achieving its strategic goals include:

- Continued outreach efforts at a state-wide level

- Substantial completion of initiatives identified in the agency's FY08 strategic plan

- Continued restoration of relationship with state-level elected officials

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The barriers that may affect John de la Howe School's success in fulfilling its mission and achieving its strategic goals include:

- Absence or diminished support of state-level elected officials

- Absence or diminished community and other stakeholder support

- Ability to recruit and retain highly qualified staff

5. Agency's Use Of The Accountability Report
Vital to the effectiveness of the newly created Quality Improvement Department are the tools used by the department to perform its work. Included in the Quality Improvement Department toolbox is the:

- Agency Strategic Plan

- Activity Inventory Report

- Agency Policies and Procedures

- Treatment Outcome Measures

- Council On Accrediation

- Accountability Report

The accountability report is particularly useful as it serves as a measure against external, objective standards such as the Malcolm Baldrige performance excellence criteria.

Section II – Organizational Profile
1. Organization's main products and services and the primary methods by which these are delivered:

- <u>Behavioral Health Services</u> aimed at addressing the individual emotional and mental health needs of the children in the agency's care through the use of traditional and non-traditional interventions. Traditional interventions include individual, family and group counseling provided by behavioral health professional staff and supportive counseling provided by behavioral health paraprofessional staff. Non-traditional interventions include activity-based experiential learning. Such activities occur in the Wilderness , Farm and Equine programs. The agency's challenge/ropes course is also used as an activity based intervention method.

- <u>Daily Living Skills Development</u> occurs at the residential, or cottage-life, level. Through instruction by paraprofessional behavioral health staff, children learn skills required for independent living including, but not limited to, nutrition and meal preparation, money

management, personal hygiene, laundry, decision making, problem solving, team work and cooperation.

- <u>Academic Instruction</u> is provided to all children in care at John de la Howe School. Students, held to the same standards as public school students, receive instruction in all core subjects as well as ancillary subjects. Students in grades 6 through 10 attend school on-campus. Students in grades 11 and 12 attend McCormick County public high school as a step toward reintegration into the community. All teachers at John de la Howe School meet or exceed the professional requirements established by the State of South Carolina.

- <u>Job Skills Training</u> is a critical component of the treatment process at John de la Howe School. Because not all children in care are college-bound, it is incumbent on the agency to provide children with skills which may be used in the job market. Therefore, by engaging children in food service, lawn care, landscaping, clerical, and farm activities supervised by John de la Howe staff, children learn skills that may benefit them following discharge from the agency.

- <u>Primary Health Care</u> is provided to children while in care at John de la Howe. Services such as medication administration, monitoring of chronic illness or disease such as diabetes and obesity, and provision of minor first aid are provided by the agency's registered staff nurse.

2. Key customers segments and their key requirements/expectations include:

- <u>Children</u> of South Carolina in care at John de la Howe School who require services necessary to address their individual treatment needs

- <u>Families</u> of children in care at John de la Howe School who require assistance with rearing their children so they may develop into healthy, productive adults

- <u>Referral Sources</u> such as schools, the Department of Social Services, the Department of Juvenile Justice, and Family Courts who expect the level of positive outcomes associated with the provision of high quality service

- <u>Taxpayers</u> of South Carolina who expect a positive return, demonstrated in treatment outcomes, on their tax dollars

- <u>Employees</u> of John de la Howe School who expect a healthy, wholesome work environment absent of barriers preventing the fulfillment of job duties

- <u>Local Community Members</u> who expect an agency which may be regarded as an asset to the community

3. Key stakeholders include:

- John de la Howe School regards all individuals and/or groups associated with the agency as customers rather than stakeholders, a term that connotes a less intimate relationship than the term customers

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4. Key suppliers and partners include:

- The children and families of South Carolina

- State, county and local elected officials

- Institutions of higher education

5. Operation location is:

- 192 Gettys Road, McCormick, South Carolina 29835

6. The number of individuals employed by John de la Howe School, segmented by employee category, includes:

Acct/Fiscal Analyst (1)	Admin Assist (1)	Admin Coord (2)	Admin Spec (6)
Agency Director (1)	Bldg/Grds Spec (1)	Bldg/Grds Supv (1)	Farm Foreman (1)
Fisc Tech (2)	Food Svs Spec (5)	Hum Svc Coord (11)	Hum Svc Spec (32)
HR Spec (1)	Info Res Con (1)	Laundry Wrk (2)	Mechanic (1)
Nutritionist (1)	Principal (1)	Procurement Spec (1)	Prog Coord (2)
Prog Mgr (1)	Pub Info Coord (1)	Reg Nurse (1)	Teach Assist (2)
Teacher (15)	Trade Spec (4)		

7. John de la Howe School follows the regulatory requirements of the following South Carolina entities:

- Department of Health and Environmental Control
- Department of Social Services
- Department of Health and Human Services
- Department of Education

8. Key strategic challenges include:

- Recruiting and retaining qualified staff

- Maintaining support of state-level elected officials

- Continuing aggressive student referral development efforts utilizing existing resource

- Securing staff "buy in" regarding agency emphasis on quality improvement

9. Performance improvement system utilized by John de la Howe School is commonly known as Continuous Quality Improvement Process (CQI) and includes, at minimum, the following components:

- Data inputs

- Needs identification

- Improvement plans

- Outcomes monitors

- Feedback reports

10. Organizational structure features include:

- "Flattened" design particularly at the senior leadership level

- Specialization of positions at the senior leadership level

- Matrix-like functionality with regard to the cross-supervision of direct care staff by both residential and behavioral health management

11. See Appendix A – Budget Expenditures and Appropriations

12. See Appendix B – Major Program Areas

Section III – Elements of Malcolm Baldrige Award Criteria

Category 1 – Leadership

1. **How do senior leaders set, deploy, and ensure two-way communication for:**
   a) <u>Short and long term direction and organizational priorities</u> are developed and implemented through the efforts of all staff. This involvement is essential to the agency's success as it is the entire staff body, not just the senior leadership team, responsible for implementation of the agency's strategic initiatives. For FY06, staff, through survey, were provided the opportunity to imprint the agency's strategic initiatives. And in fact, the information collected from the surveys served as the foundation for the year's strategic initiatives. This approach was successful on two counts. First, being partners in the process provided staff with a sense of empowerment. Second, because the agency was successful in completing its initiatives, staff enjoyed a sense of pride as key players in the successes.

   b) <u>Performance expectations</u> are established and communicated through the Employee Performance Management System. In order to assure full and consistent utilization of the EPMS, the agency requested and received on-site training for all management staff in the use of the EPMS. This training was provided by the Office of Human Resources. In addition to the EPMS, performance expectations are communicated through regularly scheduled all-staff meetings facilitated by the senior leadership team. Additionally, performance expectations are reinforced on an individual or group basis as necessary.

c) Organizational values hold a high visibility position at John de la Howe School. The Superintendent, as the agency head, is primarily responsible for reinforcing the agency's values. The Superintendent capitalizes on all opportunities to reinforce, not only the agency values, but also its vision and mission. These opportunities include, but are not limited to, quarterly all-staff meetings, weekly management meetings, weekly administration meetings, and informal daily interaction between staff and the Superintendent.

d) Empowerment and innovation are nurtured through the continuous quality improvement process which, to be successful, requires unfettered participation of staff. In addition to the continuous quality improvement process, empowerment and innovation are fostered by providing positive recognition to staff who "open their minds", show initiative, and create that which is beneficial to the children in care at John de la Howe School.

e) Organizational and employee learning at John de la Howe School occur primarily at the position and department levels. While certain skills are required of all staff, regardless of position, other skills are position specific. For example, all staff must be trained in Cardio-Pulmonary Resuscitation, First Aid, and Blood Born Pathogens. However, only direct care providers receive treatment model training. At John de la Howe School, training tracks for the each department are in development according to area of specialization. For example, the staff of the maintenance department may require heavy equipment safety skills, while the dietary staff may require training related to federal nutrition guidelines, while the clinical staff require training related to treating a child with severe depression.

f) Ethical behavior and organizational values are addressed at the organization and employee levels. The senior leadership team capitalizes on opportunities, such as quarterly all-staff meetings, weekly management meetings, and weekly administration meetings to emphasize expected behavior. In addition, supervisory staff are responsible for reinforcing expected behavior at the individual report level.

2. **How do senior leaders establish and promote a focus on customers and other stakeholders?**
The value of our customers is established and promoted through the use of the agency-wide customer-focused theme "Selfless Service to Others". The definition of customer used at John de la Howe School includes not only external customers such as children and families, but also internal customers such as co-workers within and without their respective departments.

In addition to the agency theme, the focus on customers and stakeholders is also demonstrated through agency outreach efforts. Efforts include, but are not limited to, campus orientation tours for referral sources and pre-placement visits by families and children.

3. **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 greatest impact on the public is manifested in the healthy behaviors and lifestyles demonstrated by the children in our care. This impact is communicated in a number of ways. For example, the children in care at John de la Howe participate in a number of community events including the McCormick-Abbeville County Extension Office Farm City

Days held annually at John de la Howe School. Our students serve as guides to approximately 300 3rd and 4th graders and their teachers from McCormick and Abbeville schools. In addition to Farm City Days, the students at John de la Howe School are active participants in community events such as Relay for Life in both McCormick and Abbeville counties. Likewise, John de la Howe students served as belayers, responsible for hold the rope to prevent rock climbers from falling, during an endurance race at which scaling the climbing wall at John de la Howe School was one leg of the event. The level of responsibility and maturity required of the students involved cannot be understated.

In addition to student participation in community events, the message of the impact of the services delivered at John de la Howe is shared through scheduled presentations and on-site visits and tours. The superintendent regularly speaks to service groups as well as to referral source groups regarding the services provided at John de la Howe School and its impact of those services on the community. In tandem with group presentations, John de la Howe School hosts on-site visits and tours for referral sources. For example, groups from the Western Piedmont Education Consortium, Abbeville Division of Juvenile Justice have been guests of the school.

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

5. **What key performance measures are regularly reviewed by your senior leaders?**
   Given the rebuilding nature of the agency, the focus of agency performance measures included matters of budget, enrollment, and staffing levels.

6. **How do senior leaders use organizational performance review findings and employee feedback to improve their own leadership effectiveness and the effectiveness of management throughout the organization? How do their personal actions reflect a commitment to organizational values?**
   Organizational performance reviews findings and employee feedback serve as two primary tools used to assess leadership and management effectiveness. Discoveries made from these assessments are used to develop response plans which themselves are evaluated for effectiveness.

   Senior leaders maintain a high visibility in the organization on a daily basis in order to demonstrate through example the commitment of organizational values.

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7. **How do senior leaders promote and personally participate in succession planning and development of future organizational leaders?**
The members of the senior leadership team are responsible for the development of the agency succession plan including the development of standard operating procedures for each senior level position. Beyond supervisor/report supervision, each senior leader is responsible for mentoring employees who have either expressed an interest in, or have demonstrated capacity for, leadership.

8. **How do senior leaders create an environment for performance improvement, accomplishment of strategic objectives and innovation?**
Performance improvement is fostered through the use of a continuous quality improvement process. The achievement of strategic objectives and innovation are realized through the inclusion and recognition of all employees in the strategic planning and implementation process.

9. **How does the senior leadership actively support and stregthen the communities in which your organization operates?**
All members of the agency's senior leadership team participate in community activities including membership on boards for local mental health associations and literacy coalitions. Membership is also held in community service groups such as Rotary.

Category 2 – Strategic Planning

1. **The Strategic Planning Process**
Given that the organization's superintendent did not join the agency until July 18, 2006, the strategic planning process, while very effective, was simplistic. Staff and trustees were surveyed in June 2006. The input received from the survey was developed into a short term plan that included tasks, costs, timelines and persons responsible. The plan was composed of five key initiatives all of which were completed during the fiscal year.

The strategic planning process for FY07 was more formal. However, given the newly created leadership team's limited experience in strategic planning, the process remained simplistic. The strategic initiatives developed were build around the single question, "What initiatives will make us better?" The plan's strategic initiative take into account each of the items identified as a. through g.

2. **What are your key strategic objectives?**
The strategic initiatives for the agency are categorized in the following service areas: quality, customer support, education, fiscal, personnel, physical environment, program/treatment, administrative. See Appendix C - Strategic Planning Chart

3. **What are your key initiatives?**
See Appendix C - Strategic Planning Chart

4. **How do you develop and track action plans that address your key strategic initiatives?**
   Development of action plans is the responsibility of those as identified in the strategic plan. Progress of strategic initiatives is monitored on a weekly basis. The strategic plan is included as a standing agenda item for each weekly senior leadership team meeting. It is during this time that updates on each initiative are provided, revisions are made to existing initiatives and new initiatives may be added.

5. **How do you communicate and deploy your strategic objectives, action plans, and related performance measures?**
   Information regarding implementation of the strategic initiatives is shared with employees through regular memoranda from the superintendent. The memoranda consist of information regarding the state of the organization, including a progress report on strategic initiatives implementation.

6. **How do you measure progress on your action plans?**
   Each strategic initiative is assigned a completion date. As stated in item 4, progress is measured according to completion of tasks and/or initiatives.

7. **How do your strategic objectives address the strategic challenges you identified in your Organizational Profile?**
   Each strategic challenge identified in the Organizational Profile is directly addressed through a corresponding strategic initiative.

8. **If the agency's strategic plan is available to the public through the agency's internet homepage, please provide an address for that plan on the website.**
   Access to the strategic plan through the agency's website is not available at this time. However, the agency is nearing completion of its website update which will include a link to the strategic plan.

Category 3 – Customer Focus

1. **How do you determine who your customers are and what their key requirements are?**
   Because we are an agency in a specialized field, our customers are known to us. We consistently assess their needs or requirements through regularly scheduled face-to-face interaction. Examples of these interactions include the John de la Howe School Parent Advisory Council and meetings with referral sources such as school counselor groups and Department of Juvenile Justice representatives.

2. **How do you keep your listening and learning methods current with changing customer/business needs and expectations?**
   Our strategy of personally engaging customers in order to determine needs and expectations has proven successful in identifying customers' new and/or changing needs and expectations.

3. **How do you use information from customers/stakeholders to keep services or programs relevant and provide for continuous improvement?**

Input from customers/stakeholders is used in program decision making. For example, our stakeholders stated a strong desire for the restoration of dormant programs at John de la Howe School including the Wilderness, Farm and Equine programs. As a result of this input, all three programs were successfully restored.

4. **How do you measure customer/stakeholder satisfaction and dissatisfaction, and use this information to improve?**

The John de la Howe School Parent Advisory Council is representative of the agency's approach to measuring satisfaction. Input provided by the council is routinely incorporated into the agency's programming. For example, parental input was critical in the revision of the agency's homestay evaluation process.

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

Our business is highly personal in nature, therefore maintaining frequent, open communication with our customers is essential to success. In addition to communication, actively engaging customers, i.e. children, parents, referral agents, in the treatment process serves not only to foster progress in treatment but also strengthens the relationships between all involved.

Category 4 – Measurement, Analysis, and Knowledge Management

1. **How do you decide which operations, processes, and systems to measure for tracking financial and operational performance, including progress relative to strategic objectives and action plans?**

Because the agency operation is relatively small, measurement of all facets of the operation is manageable and, therefore, rather inclusive.

2. **How do you use data/information analysis to provide effective support for decision making throughout your organization?**

Data and other information is taken as a consideration in the agency decision making process. For example, census data is a driver of decisions relative to cottage assignments and referral development efforts. Likewise, billing and collection data is considered when making financial decisions particularly those involving fixed costs.

3. **What are your key measures, how do you review them, and how do you keep them current with your business needs and directions?**

Keys measures include, but are not limited to, enrollment, behavioral health treatment progress, academic progress, budget, and staffing levels. These measures are reviewed by the senior leadership and management teams on a weekly or monthly basis, according to each measure's frequency of reporting. Response development to discoveries is assigned to appropriate staff members.

4. **How do you select and use key comparative data and information to support operational and strategic decision making and innovation?**

   Comparative data is used when considering adjustments in the agency's operation. For example, when making decisions regarding tuition, rates of similar agencies are taken into consideration. Similarly, when making decisions regarding programming, e.g., treatment models, data reflecting the effectiveness of models under consideration is taken into account.

5. **How do you ensure data integrity, timelines, accuracy, security, and availability for decision making?**

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

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

6. **How do you translate organizational performance review findings into priorities for continuous improvement?**

   Performance review findings are used to identify areas requiring continuous improvement focus. Those areas are prioritized according to the impact on the children in care. For example, response to discoveries made regarding the dynamics of a particular cottage will most likely precede matters of state fleet management.

7. **How do you collect, transfer, and maintain organizational and employee knowledge (your knowledge assets)? How do you identify and share best practices?**

   Organizational and employee knowledge is managed through resources such as position specific operating procedure manuals. For example, as a staff development tool, direct care staff are provided a residential services handbook. In addition to operations manuals, senior staff and management are charged with transferring knowledge through training activities and supervision.

Category 5 – Human Resources

1. **How do you organize and manage work: to enable employees to develop and utilize their full potential, aligned with the organization's objectives, strategies, and action plans; and to promote cooperation, initiative, empowerment, innovation and your desired organizational culture?**

   In order to address all of the above considerations, John de la Howe School has redesigned organizational structure to foster the specialization of job duties. For example, the former Director of Children's Residential Services position has been refined and retitled Director of

Behavioral Health Services. This new position's area of specialization is the behavioral health treatment of the children in care. Similarly, the Activity Therapy Department has been restructured in a way that allows each staff member to perform job functions that are specific to his/her individual skills and abilities.

2. **How do you evaluate and improve your organization's human resource related processes?**
A continuous quality improvement process is utilized to evaluate and improve the agency's human resources related processes. For example a CQI team was formed and charged with developing and implementing a staff recruitment and retention plan.

3. **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?**
Key developmental and training needs are identified through staff survey, identified industry trends, as well as through the extensive field experience of members of the senior leadership team.

For example, the direct care staff, known as Youth Counselors, have historically been regarded as unskilled, non-professional "house parents". However, the acuity of the children coming in to care has reached the level at which the house parent label must be dropped and the "paraprofessional clinical staff" label is applied. To that end, direct care staff are provided extensive behavioral health training which includes effective interventions for behavioral disorders such as conduct disorders, depression, and anxiety.

4. **How does your employee performance management system, including feedback to and from employees, support high performance and contribute to the achievement of your action plans?**
The key to effective utilization of the EPMS consists of linking job functions and goals to the mission and strategic plan of the agency. Clear measures for success are established with supervisors providing verbal and written feedback regarding progress toward goals.

Particularly at the senior leadership level, strategic initiatives are included in each member's performance evaluation plan.

5. **How do your motivate your employees to develop and utilize their full potential?**
Frequent expressions of encouragement and appreciation by members of the senior leadership to employees are a key component in employee motivation. Likewise, instances of "Selfless Service to Others" are shared with all staff via meeting minutes. In addition, employees received a year-end bonus in recognition of a job well done during a year of trials and tribulations.

Finally, recognizing direct care staff as integral components of the treatment process and providing training so they are able to meet the heightened expectations has resulted in a more motivated staff.

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6. **What formal and/or informal assessment methods and measures do you use to determine employee well being, satisfaction, and motivation? How do you use other measures such as employee retention and grievances? How do you determine priorities for improvement?**

    Tools used to assess employee well-being, satisfaction, and motivation include survey, one-on-one interaction with the superintendent who has develop a reputation for openness and responsiveness, and the creation of an environment in which concerns may be openly shared and discussed.

    For those staff who choose to separate from the agency, exit interviews are offered. The information collected during those interviews is then used to determine areas requiring attention and to develop corresponding action plans. Areas that present as emerging pattern or trend are given a high priority.

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

    A safe and healthy work environment is encouraged with an open door reporting system of any unsafe practices to any member of management. Staff are required to attend courses such as First Aid/CPR and Blood Borne Pathogens. All efforts to provide a safe environment for students and staff are encouraged.

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

Category 6 – Process Management

1. **What are your key processes that produce, create or add value for your customers and your organization? How do you ensure that these processes are used?**

    The two most critical processes at John de la Howe School are the treatment process and the academic/vocational instruction process. The treatment process includes the full continuum of behavioral health treatment a child receives while in care at John de la Howe School. Included in the process is the child's individualized assessment and treatment plan, interventions provided to assist the child with achieving his/her treatment plan goals and the regular review of progress toward the treatment goals. Specific interventions include, but are not limited to, individual counseling, family counseling, group counseling, behavior intervention, daily living skill training, medication management, case management, and parenting education.

    As with the treatment process, the academic instruction encompasses all aspects of the child's formal academic and vocation education. Included in this process is instruction in core subjects such as math, science, language arts, and social studies and supplemental subjects

such as health education, physical education, and computer skills training. Also included in this process is vocational training is areas of food service, office functions, lawn care, landscaping, and farming. In addition to instruction, regular assessment of children's education progress including standardized testing is included in the education process.

Each process includes both internal and external monitors ensuring utilization.

2. **How do you incorporate organizational knowledge, new technology, changing customer and mission-related requirements, cost controls, and other efficiency and effectiveness factors such as cycle time into process design and delivery?**
    Planning for and responding to considerations referenced in this question is addressed through the agency's continuous quality improvement process which culminates in the development and implementation of an action plan.

    Instances of such activity include the use of the agency management information system to collect and report data used in making admission decisions and cottage assignments as the characteristics and needs of our customer change. Similarly, the agency's budget process has recently been revised in order to provide those held accountable for expenses with the data necessary to make informed and appropriated decisions.

3. **How does your day-to-day operation of these processes ensure meeting key performance requirements?**
    One of our key performance requirements is progress in behavioral health treatment. We expect the behavioral health of our children to improve. On a daily basis treatment services are provided to the children based on their individualized treatment goals. The provider documents each service rendered. Each child's progress in treatment is reviewed on a minimum monthly basis by the child's treatment team. The teams are composed of the child's Unit Coordinator (case manager), therapist, youth counselor, and teachers.

4. **How do you systematically evaluate and improve your key product and service related processes?**
    The agency's key product and service related processes are routinely evaluated through the continuous quality improvement process. As examples, both the agency's treatment review process and clinical documentation process are currently undergoing review.

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

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

Category 7 – Results

7.1 What are your performance levels and trends for the key measures of mission accomplishment and organizational effectiveness?
Included as performance levels and trends for key measures for 2005 – 2006 were:
a. Number of children served
b. Reduction in turnover in historically high turnover, direct care positions
c. Cost reductions

It was expected that the agency would serve a greater number of children in FY06 than it did in FY05. As indicated below in Graph 7.1.a., the number of children served between FY05 and FY06 increased by 25%.
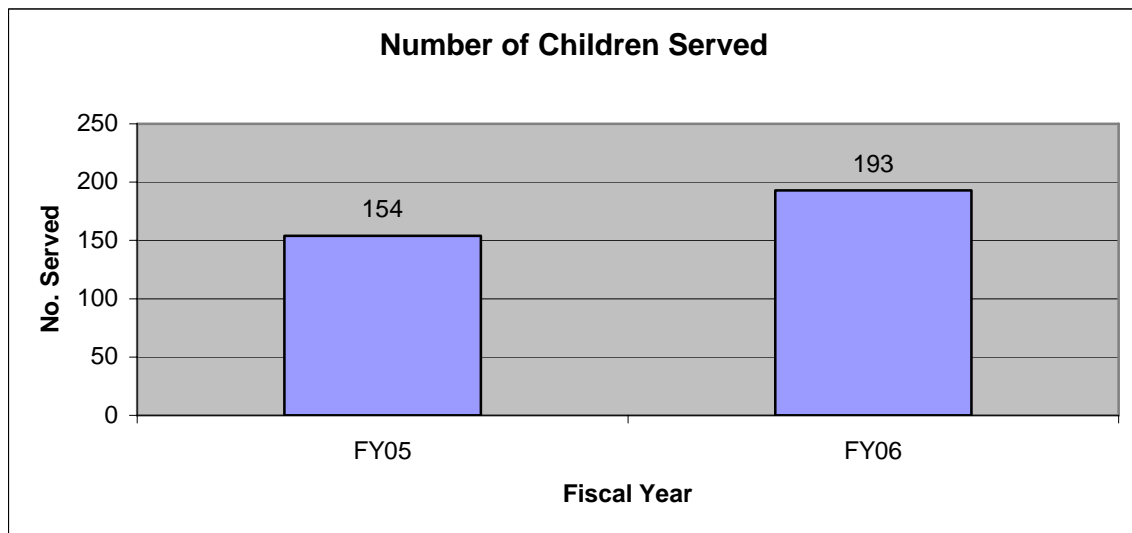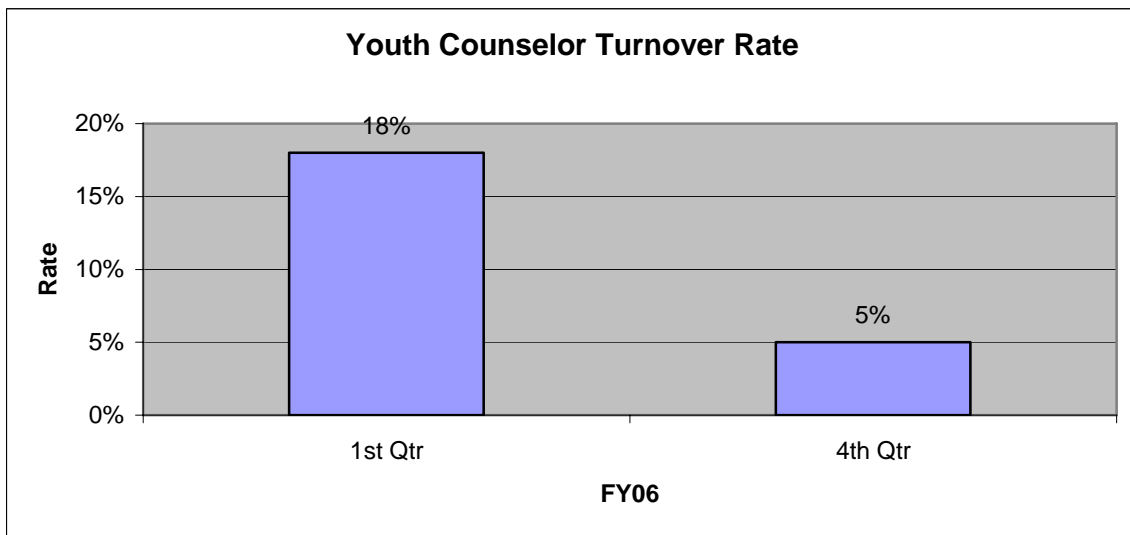

Chart 7.1.a

John de la Howe School has historically experienced a high turnover rate in the Youth Counselor position. The Youth Counselor position is a key component in the treatment continuum. As such consistency is vital to the success of the children in treatment and therefore directly associated with the agency's mission.

A number of factors contributing to the high turnover rate were identified. For example, Youth Counselor positions were historically filled by individuals not educated in the social

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services field, which led to performance frustration and ultimately separation from service. As a result of revised recruitment efforts, which focus on local colleges and universities, the agency is experiencing an increase in the number of Youth Counselor positions filled by individuals educated in the social or human services fields.

Another factor in reducing the turnover rate in Youth Counselor positions is the introduction of behavioral health specific training provided to the Youth Counselors as well as the frequently reinforced agency belief that Youth Counselors are much more than house parents. They are paraprofessional clinical staff serving as integral members of the treatment team. This expectation and enhanced training have further contributed to a reduction in turnover.

As reflected in Chart 7.1.b, John de la Howe School has experienced a significant reduction in the turnover rate at the Youth Counselor position

Youth Counselor Turnover Rate

| Rate	
20%	18%
15%	
10%	
5%	5%
0%	
	1st Qtr 4th Qtr

FY06

Chart 7.1.b

A third top-level measure reflects John de la Howe School's commitment to sound fiscal stewardship. The agency engaged in an organizational restructuring process intended to improve operational effectiveness while improving efficiency evidenced through cost-savings. This efficiency is reflected in a decrease in certain administrative level costs. As indicated in Chart 7.1.c, certain administrative level personnel costs were reduced by approximately 10%.

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Administrative Cost Reduction
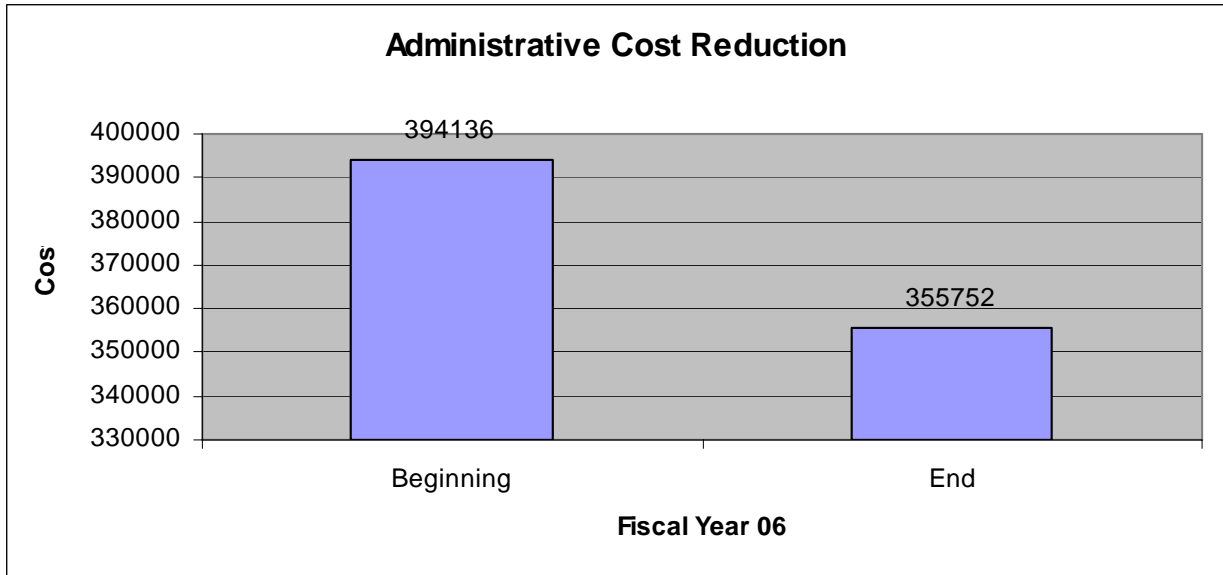
Chart 7.1.c

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

The primary performance indicator for customer is satisfaction is reflected in the number of referrals received during the course of the year. As such, Chart 7.2 reflects consistent customer satisfaction as the number referrals remained constant between FY05 and FY06.
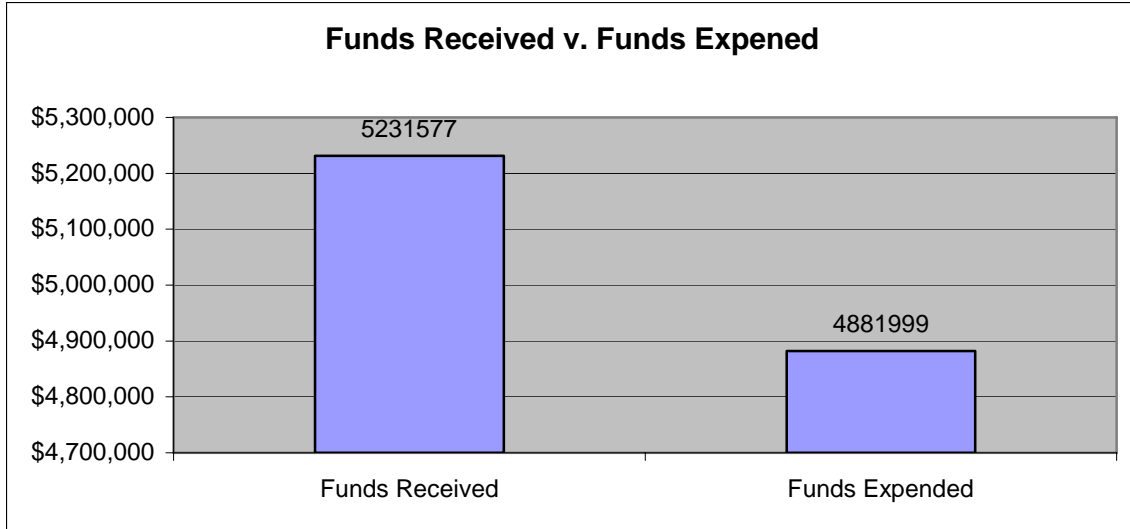
Agency Referrals
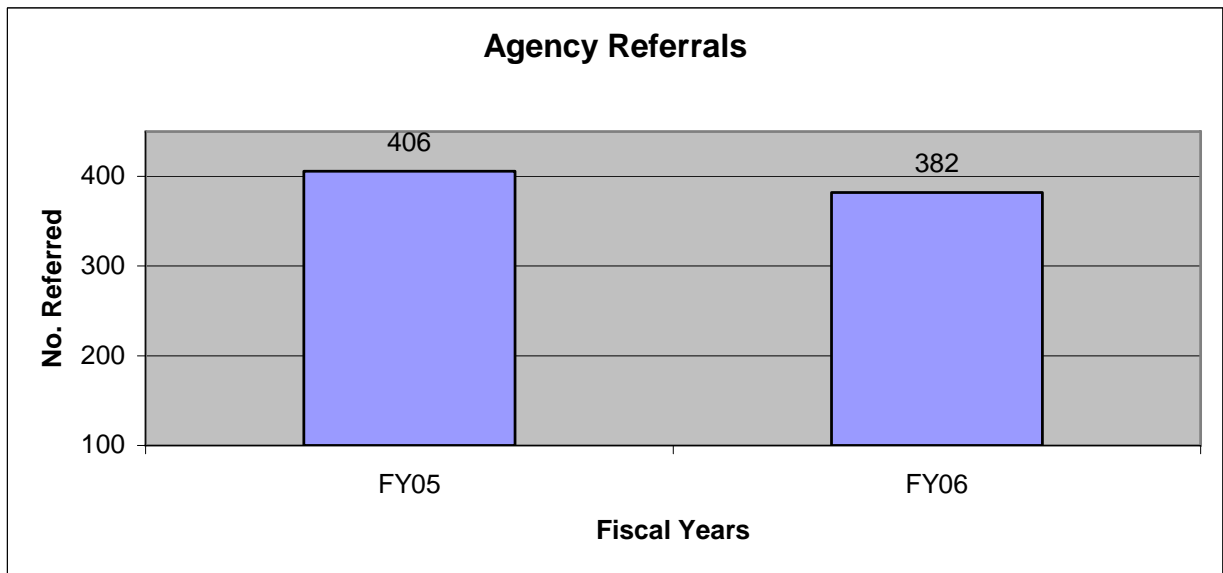
Chart 7.2

7.3 What are your performance levels for the key measures of financial performance?

At the center of the agency's financial performance is the comparison between available funding and actual expense. As previously stated, John de la Howe School is committed to

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sound fiscal stewardship, spending only as is necessary. As indicated in Chart 7.3, John de la Howe School spent 94% of its available funding. While it is anticipated that the agency may very well experience years with expenditures at greater levels, the agency's commitment to responsible use of its funding remains solid.

Funds Received v. Funds Expened

	Funds Received	Funds Expended
	5231577	4881999

Chart values shown on vertical axis: $5,300,000; $5,200,000; $5,100,000; $5,000,000; $4,900,000; $4,800,000; $4,700,000

Chart 7.3

7.4 What are your performance levels and trends for the key measures of Human Resource Results?

Please refer to Item 7.1 and Chart 7.1.b

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

Regulatory compliance is measured by licensing through the Department of Social Services. As evidence of its compliance with the rules and regulations for a child caring institution, John de la Howe School was awarded its license on October 3, 2005 to care for 140 children, male and female, ages 11 to 18.

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Appendix A
Base Budget Expenditures and Appropriations

Major Budget Categories	FY 04-05 Actual Expenditures		FY 05-06 Actual Expenditures		FY 06-07 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	$ 2,623,556	$ 2,331,835	$ 2,813,837	$ 2,515,188	$ 2,994,062	$ 2,569,345
Other Operating	$ 978,578	$ 651,273	$ 1,121,889	$ 842,779	$ 1,049,510	$ 624,972
Special Items						
Permanent Improvements	$ 105,538		$ 13,480			
Case Services	$ 1,570		$ 1,718		$ 2,000	
Distributions to Subdivisions						
Fringe Benefits	$ 871,969	$ 790,159	$ 931,075	$ 842,487	$ 994,038	$ 835,507
Non-recurring						
Total	$ 4,581,211	$ 3,773,267	$ 4,881,999	$ 4,200,454	$ 5,039,610	$ 4,029,824

Other Expenditures

Sources of Funds	FY 04-05 Actual Expenditures	FY 05-06 Actual Expenditures
Supplemental Bills	$ -	$ -
Capital Reserve Funds	$ -	$ -
Bonds	$ -	$ -

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 04-05 Budget Expenditures		FY 05-06 Budget Expenditures		Key Cross References for Financial Results*
III. Children's Services	This department is the major program that addresses our agency's mission. It consists of five program areas: Cottage Life, Social Services, Medical Care, Family Enrichment, Activity Therapy, and Wilderness.	State: Federal: Other: Total: % of Total Budget:	1,136,404.00 67,599.00 1,204,003.00 26%	State: Federal: Other: Total: % of Total Budget:	1,315,759.00 66,716.00 1,393,265.00 29%	
II. Education	This department provides appropriate educational services to students in grades 5-10 who are placed in the care of the agency. All teachers and staff are certified and the school is accredited by the SC Dept of Education.	State: Federal: Other: Total: % of Total Budget:	526,290.00 49,668.00 220,536.00 796,494.00 18%	State: Federal: Other: Total: % of Total Budget:	570,427.00 71,267.00 211,074.00 852,768.00 17%	
IV. Support Services	This department consist of business operations, building and grounds, dietary operations, motor vehicle operations, laundry, supply, human resources and housekeeping. These departments supports the overall programs of the agency.	State: Federal: Other: Total: % of Total Budget:	1,152,978.00 60,996.00 204,747.00 1,418,721.00 31%	State: Federal: Other: Total: % of Total Budget:	1,202,516.00 60,872.00 156,586.00 1,419,974.00 29%	
I. Administration	This department consist of the office of the Superintendent, Public Relations, Staff Development, and Information Technology. It provides the overall leadership for the agency.	State: Federal: Other: Total: % of Total Budget:	167,436.00 17,050.00 184,486.00 4%	State: Federal: Other: Total: % of Total Budget:	269,266.00 12,961.00 282,227.00 6%	

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

Remainder of Expenditures:	State: Federal: Other: Total: % of Total Budget:	790,159 10,457 176,891 977,507 21%	State: Federal: Other: Total: % of Total Budget:	842,487 15,759 86,309 944,555 19%

Strategic Planning

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 05-06 Key Agency Action Plan/Initiative(s)	Key Cross References for Performance Measures*
III. Children's Services	To increase the number of children served	Create referral source awareness through outreach efforts such as group presentation and campus tours	7.1.a
III. Children's Services	To restore therapeutice programming	Develop Experiential Learning Department to oversee restoration of Wilderness, Farm and Equine programs	NA
III. Children's Services	To decrease the rate of turn over in the Youth Counselor position	Recruit applicants educated in the social and human service fields; Provide behavioral health specific training in order to develop Youth Counselors into paraprofessional clinical staff	7.1.b
I. Adminstrative; III. Children's Services	To reduce certain administrative personnel costs	Restructure organization through reclassification, realignment of duties, and reallocation of fiscal resources	7.1.c