

John de la Howe School

“South Carolina’s Home for Children”



Annual Accountability Report
Fiscal Year 2006 – 2007

Table of Contents

Section I: Executive Summary

Mission, and Values	1
Major Achievements From Past Year	1
Key Strategic Goals for the Present and Future Years	2
Opportunities and Barriers That May Affect Success	3
How the Accountability Report is Used	3

Section II: Organizational Profile

Main Services	4
Student, Stakeholders, and Market Groups	5
Operation Locations	5
Number of Employees	5
Regulatory Environment	5
Governance System	6
Suppliers and Partners	6
Competitors	6
Success Factors	6
Strategic Challenges	7
Performance Improvement Systems	7
Organizational Structure	See Appendix A
Expenditures / Appropriations Chart	See Appendix B
Major Program Areas Chart	See Appendix C

Section III: Elements of Malcolm Baldrige Criteria

Category 1 – Senior Leadership, Governance, and Social Responsibility	7
Category 2 – Strategic Planning	11
Category 3 – Student, Stakeholder, and Market Focus	12
Category 4 – Measurement, Analysis, and Knowledge Management	14
Category 5 – Faculty and Staff Focus	15
Category 6 – Process Management	19
Category 7 – Organizational Performance Results	22

Appendices

Appendix A – Organizational Structure	i
Appendix B – Base Budget Expenditure and Appropriations Chart	ii
Appendix C – Major Program Areas Chart	iii
Appendix D – Strategic Planning Chart	iv

Section I – 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 Achievements from Past Year

Major achievements from the past year include:

- Initiated the process to become nationally accredited through the Council on Accreditation (COA)
- Revised the agency's referral and admission process, significantly reducing the amount of time from referral to placement
- School earned the Palmetto Gold Award for the 4th consecutive year, and received an "Excellent" rating on the South Carolina Department of Education annual report card
- 86% of children discharged at end of the academic year earned successful discharges
- 81% of children tested passed their end of school course tests
- 50% of children tested gained more than one grade level in reading while in placement (81% of the children were below grade level at the time of admission)
- 70% of children tested gained more than one grade level in math while in placement (76% of the children were below grade level at the time of admission)

- Developed and implemented a Knowledge Transfer Plan and a Superintendent Succession Plan
- 50% increase in 4th quarter referrals compared to 4th quarter of previous year
- June referrals in FY07 increased by more than 160% compared to June FY06

3. Key Strategic Goals for the Present and Future Years

John de la Howe School's key strategic goals for FY08 include:

- Completing accreditation process through the Council on Accreditation (COA) and maintaining accreditation standing by adhering to best practice standards
- Developing and implementing a regulatory compliance plan that includes creation and filling of a compliance clerk position, and maximizing utilization of software based client records system
- Building and maintaining positive relationships with potential referral sources throughout South Carolina
- Improving student achievement through utilization of findings from evaluation instruments, creating and implementing individual academic plans, increasing communication between education and residential staff, and creating and implementing a teacher mentoring program
- Improving customer support services through easier internet accessibility, web enhanced services for on-line referral applications, upgrading the agency's communications system, and implementing a referral development plan
- Generating additional funding sources and cost saving mechanisms through updating food service inventory and purchasing systems, developing and implementing plan to utilize agency physical resources to generate revenue, increase and stabilize amount of non-traditional service funding, consistent Medicaid services utilization, building donor base and fund raising opportunities, and additional grant potentials
- Increasing human resource services through implementing an employee recruitment and retention strategy, fully utilizing the EPMS system, developing and implementing a shift work schedule for Youth Counselors, and fully utilizing all positions funded and unfunded
- Increasing the physical environment service capability by completing an assessment of all campus buildings maintenance and repair needs, and grounds presentation

- Improving quality of the program and treatment services through reviewing residential staffing and job functions, securing volunteers to mentor in music and art, better utilization of the student work program, improving the cottage recreation program, developing and implementing campus-wide treatment and behavioral models, opening an additional wilderness camp, and seeking funding to acquire additional clinical therapists to reduce caseloads to a manageable level
- Increasing the effectiveness of administrative services by implementing an improved process for purchasing, developing and implementing a records management plan, creating system to stay abreast of current and pending legislation pertaining to children, and implementing an agency private vehicle use policy

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
- Strengthening relationships with state-level elected officials
- Expanding service provision and specialization to meet the increasing needs of children placed in care
- Strengthening community outreach efforts and increasing community involvement
- Substantial achievement of objectives in the agency's FY08 strategic plan

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

- Diminished support of state-level elected officials
- Absence or diminished support from surrounding communities and other stakeholders
- Continued ability to recruit and retain highly qualified and competent staff

5. Agency's Use of The Accountability Report

The Accountability Report provides a valuable external tool for John de la Howe School to use to conduct an internal evaluation and assessment of its leaderships, strategic planning, and process management, while focusing on services, clients and employees. The Accountability Report, and through it the Malcolm Baldrige criteria for excellence, becomes critical to the growth and improvement of the agency by providing a mirror to reflect where the agency has been and the tools to provide directions to get the agency where it needs to go.

Section II – Organizational Profile

1. Organization's main programs offerings, and services and the primary methods by which these are delivered.

- *Behavioral Health Services* addresses 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.
- *Daily Living Skills Development* 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. Instruction in daily living skills development occurs on an individual level to help a child key in a particular area in which he/she needs emphasis, and at a group level incorporating the entire cottage through specific activities aimed at specific goals.
- *Academic Instruction* provides all children in care at John de la Howe School learning opportunities they may not have in their home environments when other presenting problems hinder the opportunity for academic development. Students receive instruction in all core subjects as well as ancillary subjects at the L.S. Brice School building. John de la Howe School holds its students to the same standards as public school students. 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.
- *Job Skills Training* 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. John de la Howe School staff partner with children to mentor them in the aspects of their work at the school. Students gain additional skills by job shadowing their mentors.
- *Primary Health Care* 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. On-campus health care is available around the clock.

2. Student, Stakeholder, Market Group

- *Children* of South Carolina in care at John de la Howe School who require services necessary to address their individual treatment needs
- *Families* 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
- *Referral Sources* 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
- *Taxpayers* of South Carolina who expect a positive return, demonstrated in treatment outcomes, on their tax dollars
- *Employees* of John de la Howe School who expect a healthy, wholesome work environment absent of barriers preventing the fulfillment of job duties
- *Local Community Members* who expect an agency which may be regarded as an asset to the community

3. Operating location is:

- John de la Howe School is located at 192 Gettys Road, McCormick, South Carolina, 29835. Situated on 1216 acres in Northwest McCormick County, John de la Howe School is surrounded by beautiful lakes and woodlands.

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

Admin Assist (1)	Admin Coord (2)	Admin Spec (8)	Agency Dir (1)
Bldg/Grd Spec (1)	Farm Foreman (1)	Fiscal Analyst (1)	Fiscal Tech (2)
Food Svc Spec (5)	Hum Res Spec (1)	Hum Svc Coord (10)	Hum Svc Spec (41)
Info Res Con (1)	Laundry Wrk (2)	Mechanic (1)	Nutritionist (1)
Prg Coord (2)	Prg Mgr (3)	Reg Nurse (1)	Spec Ed Teach (2)
Teacher (13)	Teacher Asst (2)	Trades Spec (4)	

5. John de la Howe follows the regulatory requirements of the following entities:

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

6. John de la Howe's governance system:

- John de la Howe School is governed by a Board of Trustees appointed by the Governor of South Carolina with advise and consent of the Senate.

7. Key suppliers and partners:

- John de la Howe School partners with the families of South Carolina. Families in potential need of services may receive recommendations from other state agencies, such as the Departments of Social Services or Juvenile Justice, to seek out John de la Howe School as a last alternative for their child before other, more stringent services take place.

8. Key competitors are:

- John de la Howe School is a residential school and wilderness program. Key competitors include other children's residential facilities in South Carolina and bordering states.

9. Principal factors that determine John de la Howe's competitive success:

- John de la Howe School is primarily funded through state appropriations, allowing the capability of families in South Carolina needing services for their children to receive such services regardless of their ability to pay. John de la Howe School uses a sliding tuition scale based upon household income.
- John de la Howe School is an open campus located on 1216 acres of woodland surrounded by lakes, providing an atmosphere of openness and warmth while avoiding that "institutional" feel when serving the children in our care.
- John de la Howe School is able to provide a differentiation of programming capability beyond standard residential care through its Experiential Learning Programs. Students are able to gain practical hands-on experience in areas that include; farming, equine handling, landscaping, greenhouse operation, forestry preservation, and challenge course completion.
- John de la Howe School also provides a Wilderness Program in addition to its group living residential program. This program is made up of open-air campsites removed from the distractions of a technological based society. The Wilderness Program utilizes intensive group interdependency as campers also focus on their individual treatment needs.
- John de la Howe School leads its students to develop strong work ethics and vocational skills through a meaningful work program that includes administration services, food services, and housekeeping services. Employees mentor students that show a particular interest or aptitude in the vocational area in which the employee himself or herself works within the agency.

10. Strategic Challenges:

- Revising and implementing organizational policies and procedures
- Recruiting and maintaining qualified staff
- Continuing aggressive student referral development efforts utilizing existing resources and expanding into new areas
- Completing Council on Accreditation (COA) requirements to achieve national accreditation and recognition of the quality services provided
- Maintaining aging facility structures with limited funds for this area

11. John de la Howe's performance improvement system:

- John de la Howe School utilizes a Continuous Quality Improvement (CQI) process as its performance improvement system. Within this approach, necessary components include: data inputs, needs identification and analysis, action plans for improvement, monitoring mechanisms for outcomes measurements, and feedback reports.

12. Organizational Structure

See Appendix A

13. Expenditures/Appropriations Chart

See Appendix B

14. Major Program Areas Chart

See Appendix C

Section III – Elements of Malcom Baldrige Criteria

Category 1 – Senior Leadership, Governance, and Social Responsibility

1. How do senior leaders develop and deploy their organization's vision and values?

Bridging the history to its future, organizational values are paramount at John de la Howe School. As the agency head, the Superintendent reinforces the agency's values to all faculty and staff. Leading by example, 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.

2. How do senior leaders create a focus on action to accomplish the organization's objectives, improve performance, and attain your vision?

Senior leaders create a focus on action through encapsulating the servant-leader approach. Short and long term direction and organizational priorities 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, which is responsible for implementation of the agency's strategic initiatives. Agency goals and objectives are clearly presented to all staff during quarterly all-staff meetings, with updates on progress in meeting goals. Senior leadership holds itself accountable before the agency.

3. How do senior leaders promote and support an environment that fosters accountability?

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.

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. John de la Howe School meets and maintains the regulatory requirements of various bodies to maintain its capability to continue providing services to the children and families of South Carolina. Expectations of these bodies are communicated, and the results of audits, inspections and reviews by these bodies are shared with all staff.

4. How do senior leaders create an environment for organizational learning?

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 meet minimum training requirements as directed by licensing requirements such as Cardiopulmonary Resuscitation; however, direct care providers receive intensive training in behavioral and treatment models. In addition, specialized training opportunities are encouraged for staff to increase expertise in different skills so that, as a whole, John de la Howe can provide a

more diverse array of services. For example, certain staff received specialized training in working with victims of sexual trauma. At John de la Howe School, training tracks for the each department are in development according to area of specialization.

5. How do senior leaders promote and personally participate in succession planning and the development of future organizational leaders?

John de la Howe School developed and implemented a Knowledge Transfer Plan during this year. This provided the layout of how the agency would respond with the temporary loss of personnel in key positions critical to the operation of the agency, and how the agency would use other staff to fill the needs of those positions. As a requirement of the transfer plan, cross training took place to provide the foundation of skill sets necessary if these temporary changes needed to take place. As an extended benefit, staff being cross-trained have expanded their skill sets and are being developed into future organizational leaders. John de la Howe School has a number of employees approaching their eligibility for retirement. It is paramount to the agency to mentor existing staff so they can grow to be the organization's leaders when the time comes.

6. How do senior leaders communicate with, empower, and motivate all faculty and staff throughout the organization?

Senior leaders regularly meet with their department supervisors and staff. Depending on the needs of the specific department, these meetings may occur weekly, monthly or quarterly. During these meetings, organizational direction, challenges, opportunities, and expectations are communicated. Staff have the opportunity to provide feedback that the senior leaders can then take back to their weekly administrative meeting with the agency director. Bi-weekly Total Operations (TOPS) meetings are held for supervisors from all departments, providing the opportunity to share information with all agency departments at once. This information can then be funneled by the supervisors to their employees. Also, minutes of these meetings are posted and made available to all staff.

7. How does your organization evaluate performance?

Organizational performance review 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.

8. How does your organization address and anticipate any adverse impacts of its programs, offerings, services, and operations?

When a program, service or operation may be adversely affected, early discovery of the danger can take place by utilizing feedback mechanisms through the continuous quality improvement (CQI) process. Through the establishment of quality improvement teams to analyze potential threats, and development of action plans to address challenges, an early and proactive response can be made to alleviate or at least minimize any disruptions to the agency's services. This process allows early discovery, and the capability to use the strength of the agency to counteract adverse impacts.

9. How do senior leaders actively support and strengthen the community?

John de la Howe School's greatest impact on the public is manifested in the healthy behaviors and lifestyles demonstrated by the children in its 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 for the area's 3rd Graders. Our students serve as guides to approximately 300 elementary students 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 McCormick County.

John de la Howe School hosts an annual Dairy Festival, providing community outreach for the county. Students provided refreshment stands, were active in providing directions for parking, and assisting the public as needed during the event. Hundreds attended the festival where crafts were sold, entertainment was provided, basic health screenings were given, and children played many games for prizes.

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.

John de la Howe School partners with the federal prison in Edgefield in its Project Wake-Up program. This program takes youth at risk of entering the criminal judicial system and partners them with current inmates. This mentoring program takes place at the prison, so children can see and hear the reality of prison life. This is not a scared straight program, but one where convicted felons sit down with the children and share what happened in their lives that led to their incarceration, and their attempt to motivate these children to avoid the same mistakes.

Members of senior leadership provide additional service to the community by serving on

varying councils and boards. The Superintendent serves on the Piedmont Technical College Board of Visitors, McCormick Senior Center Board of Directors, and the McCormick Mental Health Association Board of Directors. The Director of Behavioral Health Services serves on the Piedmont Technical College Board of Trustees and the Cornerstone Board of Directors. The Director of Residential Operations serves as a Councilwoman for the city of Blackville, South Carolina. The Director of Business Operations serves on the McCormick County Transportation Committee, the McCormick Community Development Enrichment Corporation, and the Mims Community Center #3. The Human Resources Specialist serves on the State Employees Association Board.

Category 2 – Strategic Planning

John de la Howe School's strategic plan is found in Appendix D

1. The Strategic Planning Process

Short and long term direction and organizational priorities are developed and implemented through the efforts of all staff. The agency director joined John de la Howe in 2006. The strategic planning process has been kept simplistic as the agency established a quality improvement process, and created a new administrative leadership team. John de la Howe School is service oriented, and as such, its strategic plan is centered on improving those service areas.

2. How do your strategic objectives address the strategic challenges you identified in your Organizational Profile?

John de la Howe School's strategic plan specifically addresses the following strategic challenges: revising and implementing organizational policies and procedures, recruiting and maintaining qualified staff, continuing aggressive student referral development efforts utilizing existing resources and expanding into new areas, completing Council on Accreditation (COA) requirements to achieve national accreditation and recognition of the quality services provided and maintaining aging facility structures with limited funds for this area. The plan consists of several initiatives that when completed will overcome the challenges presented.

3. How do you evaluate and improve your strategic planning process?

The administrative team reviews the strategic plan at a minimum of twice monthly. During reviews, aspects of the process are evaluated for their effectiveness as well as the achievement of the initiatives. When initiatives are not achieved as targeted, the process is again reviewed to determine if the process placed unreasonable expectations on the initiatives. This is also considered when initiatives are completed much ahead of

schedule. During these events, the process is reviewed to determine if proper challenges were put into place. The strategic planning process is still simplistic at this time, with refining taking place to move it into a more elaborate process in the future.

4. How do you develop and track action plans?

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 an agenda item during the senior leadership team meetings at a minimum of twice monthly. 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. Updates of the initiatives of the strategic plan are also presented during the quarterly all-staff meetings. All agency staff have the opportunity to hear the successes and shortcomings of the agency in meeting their strategic initiatives, and can provide further feedback into the strategic planning process.

6. How do you measure progress on your action plans?

Each strategic initiative is assigned a completion date. Progress is measured according to the completion of tasks and/or initiatives

7. If the organization's strategic plan is available through the organization's internet homepage, please provide an address for that plan on the website.

Currently John de la Howe School's website does not possess the capability to making the strategic plan available at this time. As the web site is enhanced, a link for the strategic plan will be provided on the web site.

Category 3 – Student, Stakeholder, and Market Focus

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

Because John de la Howe School is 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, and the Department of Social Services.

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, during FY06 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 restored. The restorations of these programs were so successful that expansions were planned and implemented in FY07 that included chicken farming, and additional greenhouse services. Additionally, the uniqueness of the services provided by the Wilderness Program have been utilized and requested to the extent that a second wilderness camp has been opened in response to customer needs.

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

As part of the FY08 initiatives, John de la Howe School will be developing and implementing new protocols for customers to provide feedback of their satisfaction or dissatisfaction with the services provided them by the agency. Response to these feedback mechanisms will be used in the continuous quality improvement process to strengthen our services, and our focus with our customers..

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?

John de la Howe School's operation is relatively small allowing a manageable and rather inclusive measurement of all facets of the operation.

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

Data and other information collected provide supportive evidence that is taken into consideration by the agency during its decision making process. For example, census data that is collected becomes the 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?

Key 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, timeliness, accuracy, security, and availability for decision-making?

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

process management practices, data quality will continue to improve.

John de la Howe School's data collections and record keeping systems are in the process of revision. Efforts are being made to more fully utilize electronic data mechanisms such as KIDS, and as a result, data outputs will become more reliable and secure, and offer timely reporting capabilities.

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

John de la Howe School utilizes performance review findings 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. These manuals are reviewed and updated to provide the most current and relevant information to staff to ensure best practices. In addition to operations manuals, senior staff and management are charged with transferring knowledge through training activities and supervision.

A Knowledge Transfer Plan was developed and implemented to provide for the unplanned vacancy of a key position for an unknown amount of time. Key duties were outlined, and staff positions assigned that would assume those duties temporarily. The current personnel in the key positions provided cross training to those staff that would temporarily maintain critical job functions in the extended absence of the primary staff.

Category 5 – Faculty and Focus

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

In order to address all of the above considerations, John de la Howe School developed an organizational structure to foster the specialization of job duties. For example, training responsibilities for the various facets and needs of the agency has been redistributed to those staff with the most expertise in the specific area being trained. For instance, Cardiopulmonary Resuscitation, an annual mandated training, is now being provided by the agency's registered nurse, allowing not only the life saving technique to be taught, but

providing a greater medical focus and importance to this annual activity.

With the agency's commitment to continuous quality improvement, and its desire to achieve national accreditation, it was necessary to evaluate how these would be accomplished with existing staffing patterns. A Quality Improvement Coordinator position was created to provide the agency with the additional skills needed in process management, accreditation, and other areas necessary in order to accomplish the agency's goals.

2. How do you evaluate and improve your organization and human resource related processes?

A continuous quality improvement process continues to be utilized to evaluate and improve John de la Howe School's human resources related processes. For example, a CQI team was created to review and revise the training practices of the agency, focusing on training requirements and record keeping.

3. How do you achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations?

John de la Howe School accomplishes the achievement of effective communication and knowledge sharing in several ways. For example, a twice monthly Total Operations meeting is held for all managers from all departments. During these meetings, every department has the opportunity to share knowledge and information concerning the activities within their department, and information beneficial to the entire agency.

Another means the agency effectively communicates with all agency areas is through its quarterly all-staff meetings. These meetings provide updates to the achievements of the strategic plan, upcoming events, additional trainings, and special recognitions, not to mention a lunch served by the senior management.

4. How does your faculty and staff performance management system, including feedback to faculty and staff, support high performance work 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 you accomplish effective succession planning? How do you manage effective career progression for all faculty and staff throughout the organization?

During this year, a Knowledge Transfer Plan was developed and implemented at John de la Howe School. Part of this plan incorporates a temporary succession plan, or transfer of duties in the event a key position has been vacated in an unforeseen, unplanned way, or the position will be vacant for an extended period of time. Through the implementation of this plan, cross training has taken place to develop staff in their current position to learn additional skills that may be required if they had to take responsibilities of a higher position.

A Superintendent Succession Plan was also developed and implemented at John de la Howe School during FY07. This plan has been put into place to provide direction in the event the agency director's position will be vacant for an extended period of time. Clear leadership roles have been established by describing what leadership roles will be taken over by members of the Board of Trustees and senior leadership. The Superintendent Succession Plan is designed to maintain overall agency operations without any disruptions of leadership, direction, and services in the absence of the Superintendent.

All positions that become available are posted in agency, giving the opportunity for staff to apply for promotions not just within their departments, but also throughout the agency. Staff receive annual evaluations, and those with the potential of progressing within the agency are mentored and encouraged to strive toward that end.

6. How do your faculty and staff education, training, and development address your key organizational needs? How do you evaluate the effectiveness of this education and training? How do you encourage on the job use of new knowledge and skills?

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.

For our direct care staff, their first week of employment at John de la Howe School is spent living in a cottage just like the children in care at the agency. During this orientation, the staff are provided hands on training of the key requirements and duties of their positions. The knowledge gained during this week is immediately transferred to use on the job.

7. How do you motivate faculty and staff 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”, that agency’s annual theme, are shared with all staff via meeting minutes. A Staff Appreciation Day was held where the agency acknowledges the services provided by all levels of employees. In addition, employees received a year-end bonus in recognition of a job well done during a year of trials and tribulations. As an additional expression of the importance of the agency’s staff, during quarterly all-staff meetings, the senior leadership works the serving line for lunch.

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.

8. What formal and/or informal assessment methods and measures do you use to obtain information on faculty and staff well-being, satisfaction, and motivation?

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

For staff that chooses 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.

9. How do you use faculty and staff satisfaction assessment findings to identify and determine priorities for improvement?

Assessment findings are used to identify and determine priorities for improvement at John de la Howe School. Through staff sharing the potential threat of an accident taking place due to certain evening traffic areas of the campus that were not lighted, this became

a priority for the agency. Additional lighting was acquired targeting those most needed areas as requested by those who would most benefit from the installation.

10. 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. A Safety and Security CQI Team was formed and through the teams recommendations, a new visitor's check in system was developed, a new campus wide two-way radio communications system was purchased, and the installation of security monitoring cameras in the school hallways was completed.

To enhance the safety of staff and students, the agency utilizes Therapeutic Crisis Intervention (TCI). 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. How do you determine, and what are (list) your key learning-centered processes that deliver your educational programs, offerings, and student services?

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 in areas such as 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 input from stakeholders for determining your key process requirements?

Input received from our students, families, staff, and other stakeholders is addressed through John de la Howe School's continuous quality improvement process for review in determining program requirements. John de la Howe School focuses on two primary processes, treatment and academic/vocational. Input from the children and their families is critical to the development of a child's individualized treatment and academic needs while in the agency's care.

Through the child's stay at the agency, review process and feedback mechanisms are in place to determine if the best treatment is being provided, and if necessary, what adjustments to the process are needed to accomplish the goals for a successful completion of the program.

3. How do you incorporate organizational knowledge, new technology, 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 and is now departmentalized so that those held accountable for expenses can be provided with the data necessary to make informed and appropriate decisions.

4. How do you systematically evaluate and improve your learning-centered processes?

The agency's learning centered and service related processes are routinely evaluated through the continuous quality improvement process. As examples, the agency's treatment review process was reviewed and a weekly agency staffing was implemented to review all children in care throughout the year in addition to their regular treatment

reviews. The clinical documentation process has been reviewed and efforts are currently being made to move to an electronic system for our clinical documentation and expanding the tracking mechanisms to follow through on documentation requirements of our regulatory bodies.

5. What are your key support processes, and how do you evaluate, 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. A systematic monitoring and replacement of desktop computers and a cyclic rotation of servers accomplish performance enhancement. New equipment is purchased using a federal program for eligible schools titled E-rate. Participation in the program allows the agency to acquire necessary hardware at a fraction of the retail cost.

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

6. How does your organization ensure that adequate budgetary and financial resources are available to support your operations? How do you determine the resources needed to meet current budgetary and financial obligations, as well as new initiatives?

John de la Howe School assesses and reviews the operating needs of the agency on a regular basis to ensure that adequate financial resources are available to support our operations. During the agency's budget submission process, projections of fixed costs and new initiatives are made to provide a responsible request for appropriations. Following the agency's approved budget, resources are monitored on a daily basis to make sure all financial obligations are met and that resources remain to meet the ongoing obligations throughout the budgetary year. New initiatives are prioritized and are incorporated only when appropriate funding is available. John de la Howe School attempts to subsidize its regular funding through alternative funding sources such as grants and Medicaid.

Category 7 – Organizational Performance Results

7.1 What are your performance levels and trends for your key measures on student learning?

John de la Howe School began measuring gains in key areas of academic achievement in the school environment. Under normal educational circumstances, an increase in grade level is expected. For the children in placement at John de la Howe School, the challenge of academic achievement is just one of the challenges they face. Upon admission, eighty-one percent of the children tested below their grade level in Reading, and seventy-six percents tested below their grade level in Mathematics.

As Chart 7.1-1 demonstrates, fifty percent of the children gained more than one grade level in the Reading skills, and more than seventy percent gained more than one grade level in their Mathematic skills.

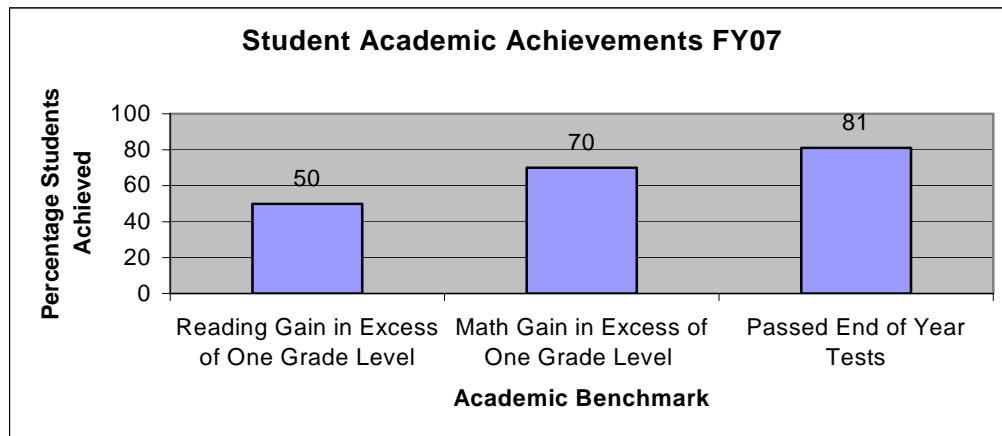


Chart 7.1-1

John de la Howe School provides an opportunity for middle high students that are currently placed in a grade that is lower than where they should be according to their age, to contract with the school to step ahead one grade level. The child's contract is based upon successful completion of the academic requirements of the appropriate grade level, and meeting their behavioral and treatment goals while in care. Many students are able to get on track for a successful move to high school due to their achievements while at John de la Howe School.

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

The primary performance indicator for customer satisfaction is reflected in the number of

referrals received through the course of the year. As Chart 7.2-1 shows, John de la Howe experienced an almost ten percent increase in referrals in FY07 than in FY06.

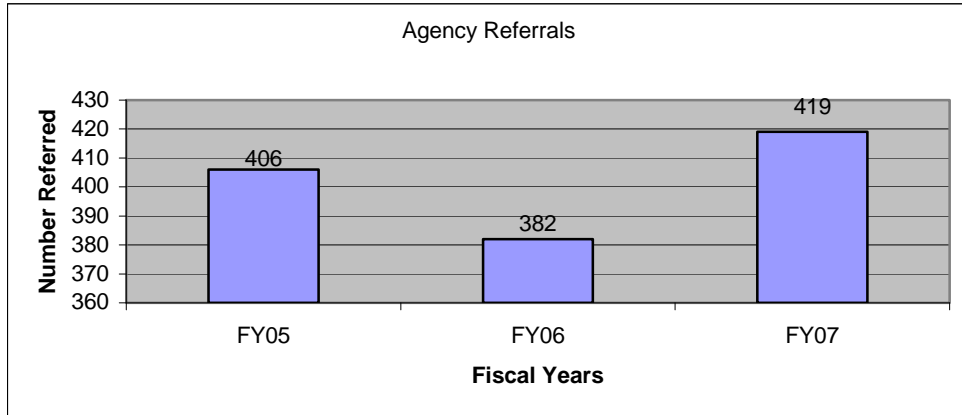


Chart 7.2-1

The agency has been expanding its efforts of spreading the message of its programs and services to juvenile judges, other state agencies, and word of reputation. Referrals continue to increase as a result.

7.3 What are your performance levels for your key measures on budgetary and financial performance?

John de la Howe School remains committed to sound fiscal stewardship. As represented in Chart 7.3-1, John de la Howe School spent 92.7% of its available funding. Utilizing FY06 carry-forward funds, the agency was able to complete and expand on items that included facility maintenance and repair needs, purchasing a campus two-way radio communications system, and needed technology equipment improvements.

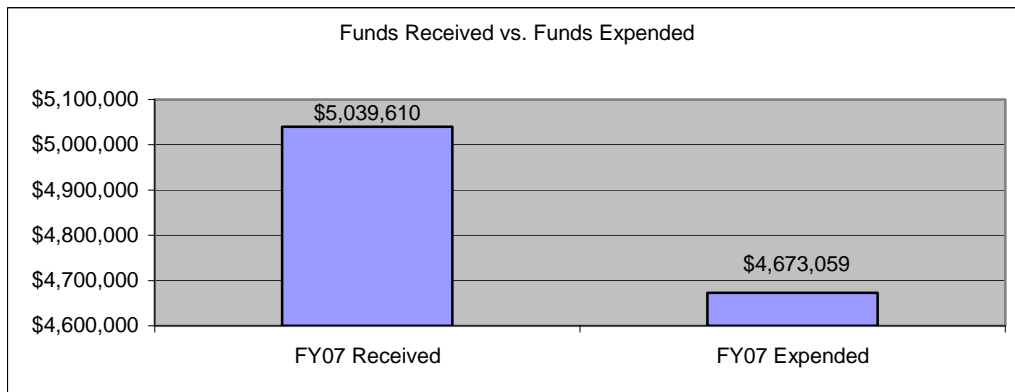


Chart 7.3-1

7.4 What are your performance levels and trends for your key measures on work system performance?

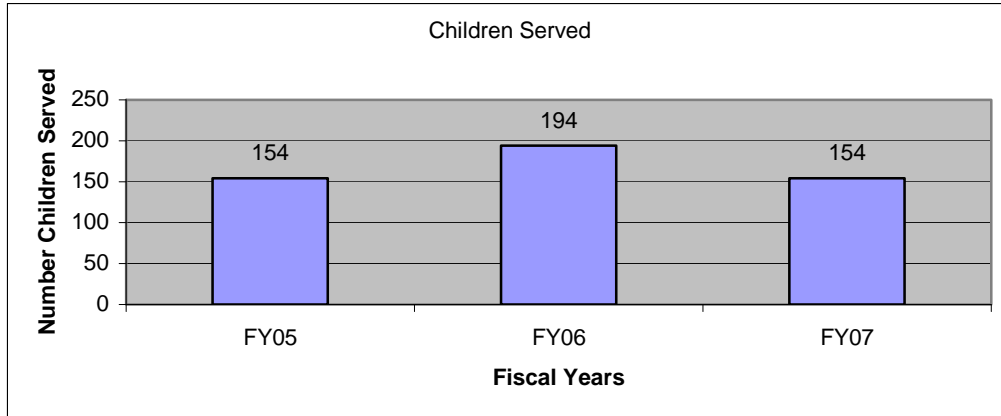


Chart 7.4-1

John de la Howe School has maintained its performance level in servicing the children and families of South Carolina as represented by the number of children being served. Chart 7.4-1.

7.5 What are your performance levels and trends for your key measures of organizational effectiveness?

John de la Howe School considers its key measures for organizational effectiveness to be the academic achievement of children while in care, the overall number of children served, and the amount of referrals received for placement. Please refer to items 7.1, 7.2, 7.4, and charts 7.1-1, 7.2-1, and 7.4-1 for information on these areas.

7.6 What are your performance levels for your key measures related to leadership and social responsibility?

A key measure of accomplishment is found in Chart 7.6-1. The number of children at the end of the school year in May 2007 that continued to need services from John de la Howe School decreased by fifty percent from May 2006. This chart speaks to the dedication and perseverance of the staff of the agency in working to meet the academic and treatment needs of the children placed in care.

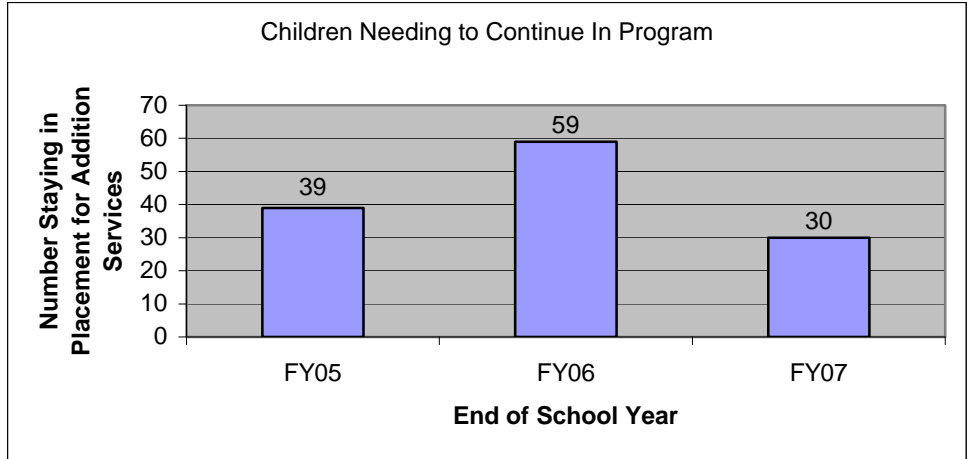


Chart 7.6-1

John de la Howe School accepts into placement children that need low to moderate managed care. As a result, every effort is maintained to provide a safe environment for children and staff. Due to the number of buildings, campus area, activities, and behavior support needs, accidents happen that involve staff. As a result, the agency director started a campaign entitled “A Heightened Sense of Awareness” that emphasizes the conscious awareness by all staff to remain safety minded. Chart 7.6-2 reflects that Worker’s Compensation Claims have been steady until the beginning of calendar year 2007. John de la Howe School has declared that FY08 will emphasize safety in the workplace, with activities, staff development, and contests already taking place to promote a safer environment.

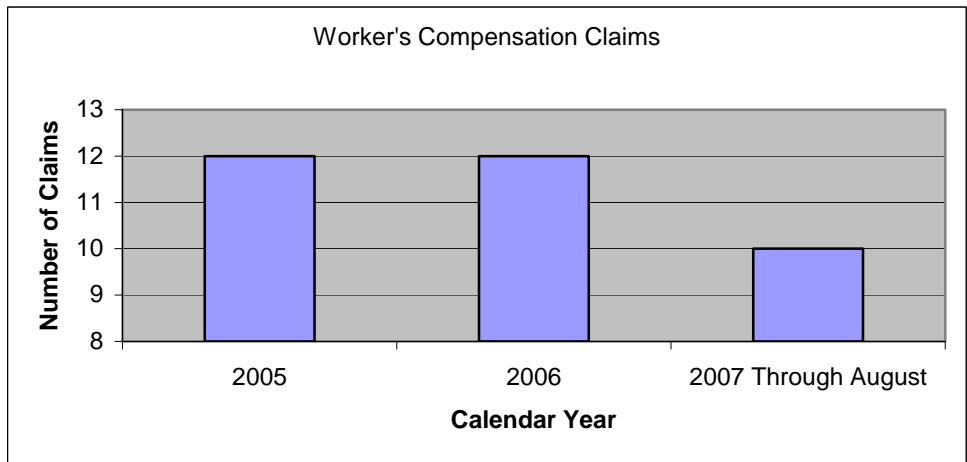
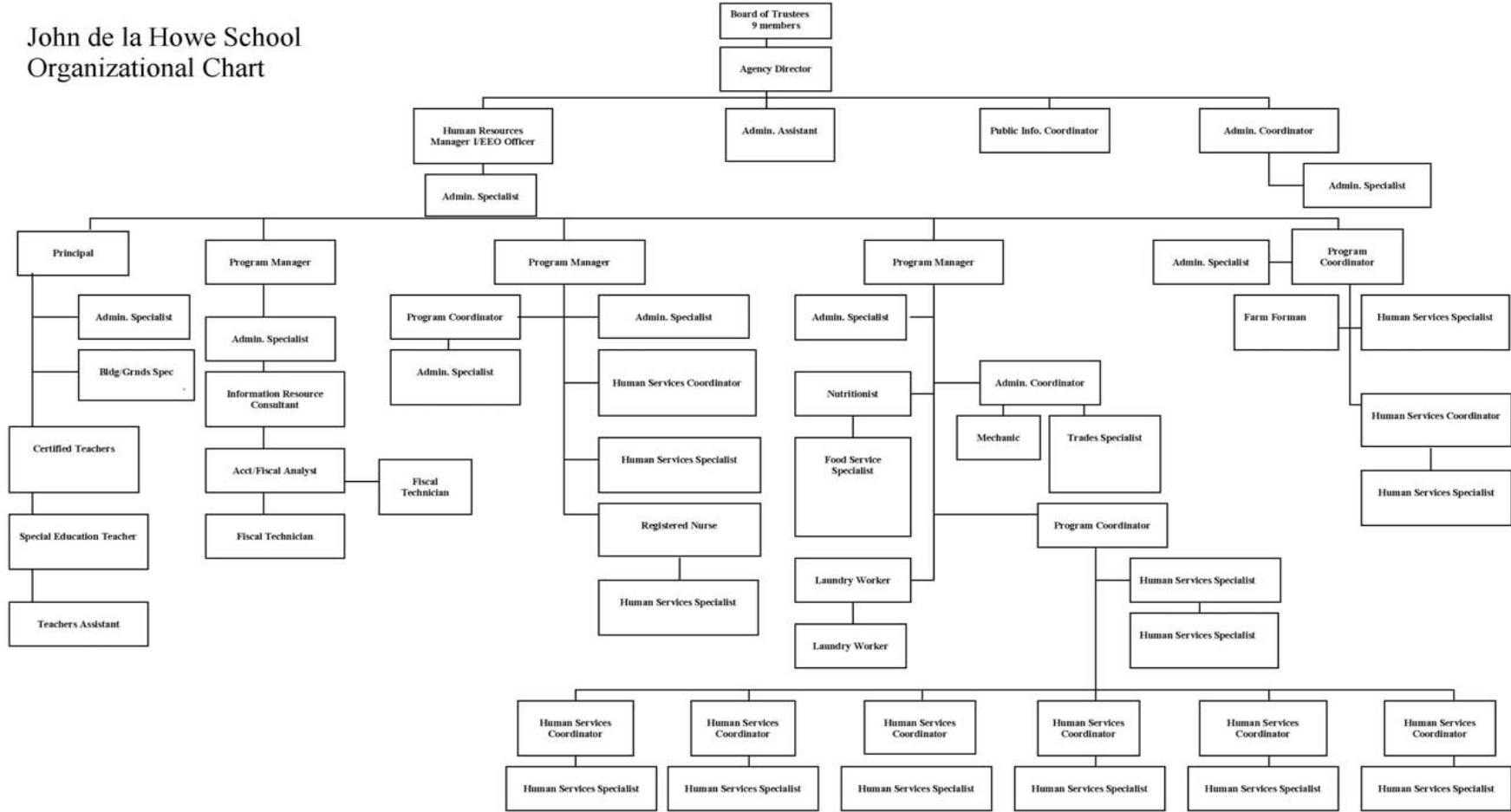


Chart 7.6-2

The agency organized a Safety and Security CQI Team with the on-going purpose of analyzing areas of risk and recommending ways to lessen the risk and improve the overall safety of the agency environment.

Appendix A

John de la Howe School Organizational Chart



Appendix B Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 05-06 Actual Expenditures		FY 06-07 Actual Expenditures		FY 07-08 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 2,813,837	\$ 2,515,188	\$ 3,095,947	\$ 2,786,538	\$ 3,250,461	\$ 2,810,312
Other Operating	\$ 1,121,889	\$ 842,779	\$ 1,204,952	\$ 991,463	\$ 1,084,064	\$ 644,770
Special Items						
Permanent Improvements	\$ 13,480					
Case Services	\$ 1,718		\$ 1,986		\$ 2,000	
Distributions to Subdivisions						
Fringe Benefits	\$ 931,075	\$ 842,487	\$ 1,011,821	\$ 921,588	\$ 1,070,882	\$ 901,650
Non-recurring						
Total	\$ 4,881,999	\$ 4,200,454	\$ 5,314,706	\$ 4,699,589	\$ 5,407,407	\$ 4,356,732

Other Expenditures

Sources of Funds	FY 05-06 Actual Expenditures	FY 06-07 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds		
Bonds		

Appendix C Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 05-06 Budget Expenditures	FY 06-07 Budget Expenditures	Key Cross References for Financial Results*
III. Children 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: 1,315,759.00 Federal: Other: 66,716.00 Total: 1,393,265.00 % of Total Budget: 29%	State: 1,626,795.00 Federal: Other: 72,623.00 Total: 1,699,418.00 % of Total Budget: 31%	
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: 570,427.00 Federal: 71,267.00 Other: 211,074.00 Total: 852,768.00 % of Total Budget: 17%	State: 618,214.00 Federal: 45,756.00 Other: 209,438.00 Total: 873,408.00 % of Total Budget: 17%	
IV. Business Operations	This department consists of business operations, building and grounds, dietary operations, motor vehicle operations, laundry, supply, human resources and housekeeping. These departments support the overall programs of the agency.	State: 1,202,516.00 Federal: 60,872.00 Other: 156,586.00 Total: 1,419,974.00 % of Total Budget: 29%	State: 1,342,820.00 Federal: 69,146.00 Other: 112,958.00 Total: 1,524,924.00 % of Total Budget: 29%	
I. Administration	This department consists of	State: 269,266.00	State: 190,171.00	

the office of the Superintendent, Public Relations, Staff Development, and Information Technology. It provides the overall leadership for the agency.	Federal:		Federal:	
	Other:	12,961.00	Other:	14,964.00
	Total:	282,227.00	Total:	205,135.00
	% of Total		% of Total	
	Budget:	6%	Budget:	4%

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

Employment Contributions and Permanent Improvements.

Remainder of Expenditures:	State:	842,487.00	State:	921,588.00
	Federal:	15,759.00	Federal:	13,252.00
	Other:	86,309.00	Other:	76,981.00
	Total:	944,555.00	Total:	1,011,821.00
	% of Total		% of Total	
	Budget:	19%	Budget:	19%

Appendix D Strategic Planning

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 06-07 Key Agency Action Plan/Initiative(s)	Key Cross References for Performance Measures*
III. Children Services	To increase the number of children served	Maintain positive relationship with potential referral sources through regular contact, conduct multi-family therapy events, upgrade communications system, and implement a referral development plan	7.2-1 7.4-1
III. Children Services	To increase the treatment achievements of students	Develop and implement campus-wide treatment model, improve recreation and experiential work components of the agency, and develop and implement an effective campus wide behavioral mode	7.6-1
III. Children Services	To recruit, retain and develop qualified staff	Review and evaluate residential staffing and job functions, implement employee recruitment and retention strategy, implement schedule for shift work hours for Youth Counselors, and provide increased training and development for managers	N/A
II. Education	To increase children's academic achievements while in care	Increase number of students meeting state test standards, establish evaluation instruments and utilize classroom observations to improve overall student achievement, and creating and implementing academic plans for every child in care	7.1-1