

John de la Howe School

(Please see Enclosed Pages)

Oversight Committee Information



Dr. James A. Franklin, Sr.
Interim Superintendent



**JOHN
DE LA
HOWE
SCHOOL**



JOHN DE LA HOWE SCHOOL

*"Providing a Safe Haven for Children
to heal, grow and make a lasting change"*



**Dr. James A. Franklin, Sr.
Interim Superintendent**

March 15, 2018

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Representative Joseph H. Jefferson, Jr.
SC House of Representatives
PO Box 11867
Columbia, SC 29211

Dear Mr. Jefferson:

Per your request of February 21, 2018, enclosed is the information which you requested.

Should you need additional information, or if any of the responses are incomplete, please let me know.

Thank you for the opportunity to provide this information.

Sincerely yours,

**Dr. James A. Franklin, Sr.
Interim Superintendent**

jaf/tlb

cc: Honorable Chandra Dillard
Honorable Tommy M. Stringer
Honorable Jay West
Mrs. Carmen Simon

Performance

For the last five years, what John de la Howe staff role has been responsible for ensuring PowerSchool data is entered and pushed to the S.C. Department of Education at appropriate times? Does the current memorandum of understanding with McCormick County School District contain clauses designed to ensure continuity of student data for students at John de la Howe?

- **If so, please quote those clauses and explain how John de la Howe holds the district accountable.**

The principal of the L.S. Brice School has the responsibility to ensure that power school data was entered. He was often assisted by clerical staff at the school.

The current memorandum with McCormick County School does contain a clause designed to ensure continuity of student data for our students. The clause reads: "Enroll all students serviced by this agreement into PowerSchool as McCormick County School District students and include all students in McCormick County School District state reporting."

Further, the John de la Howe School has an MOU (Memorandum of Understanding) with the South Carolina Department of Education wherein "each school district must enter all required data for report cards through PowerSchool." McCormick public school also has this MOU which, also ensures that our students are accounted for in PowerSchool.

Please provide performance measure data for the Wilderness Program, including:

- **Measure name**
- **Measure type**
- **Target value for five measurement time periods**
- **Actual value for five measurement time periods**
- **Reason for use of the measure**

Measure Name - *JDLH School Scale Score Rating Assessment*

The performance of students in the Wilderness Program is evaluated using a scale score from 1-5, with 5 being the highest score.

All treatment and counseling staff receive training on the use of test instruments and scale scores to assess students at the John de la Howe School. This increased the validity of their scores in assessing students.

Measure Type – *Scale Score Assessment*

Actual Value

Student scale scores upon discharge. The scale score allows students and their parents to know how they are assessed in relation to the acceptable standard of 3.0. Further, it enables them to see their performance in relation to the top scale score of 5.0.

The students are also rated as being successful or unsuccessful, depending upon whether his/her treatment goals are met. This determination is made by the student's treatment team and recorded on a JDLHS Clinical Summary Form.

The use of the scale score and the clinical summary determines whether the student was successful in the Wilderness Program of the John de la Howe School.

Reason for Use of the Measure

Scale Scores are used nationwide by schools, colleges, and other organizations. They are given a value. You can determine how one student performed, how a group of students performed, the average of the group, etc.

Please see next pages for enclosures.

Overall Evaluation

Name	DOP	DOD	Time in	Score from 1 to 5	Discharge Type	Reason for Discharge
			Placement	Scale		
			15 MONTHS	4.323	Successful	Completed Program Requirements
			15 MONTHS	3.19	Unsuccessful	Minimal progress on Treatment Goals
			26 MONTHS	3.78	Successful	Promoted to 9th grade
			3 MONTHS	3.14	Unsuccessful	No progress on Treatment Goals
			22 MONTHS	3.871	Successful	Promoted to 9th grade
			22 MONTHS	4.19	Successful	Completed Program Requirements
			4 MONTHS	3.31	Unsuccessful	No progress on Treatment Goals
			8 MONTHS	3.99	Unsuccessful	Minimal progress on Treatment Goals
			6 MONTHS	3.94	Successful	Completed Program Requirements
			8 MONTHS	3.81	Unsuccessful	Minimal progress on Treatment Goals
			3 MONTHS	3.12	Unsuccessful	No progress on Treatment Goals
			3 MONTHS	3.34	Unsuccessful	No progress on Treatment Goals
			8 MONTHS	4.5	Successful	Completed Program Requirements
			14 MONTHS	3.53	Unsuccessful	No progress on Treatment Goals
			16 MONTHS	3.56	Successful	Promoted to 9th grade
			5 MONTHS	3.83	Unsuccessful	Minimal progress on Treatment Goals
			5 MONTHS	3.7	Unsuccessful	Minimal progress on Treatment Goals
			4 MONTHS	4.13	Unsuccessful	Minimal progress on Treatment Goals
			20 MONTHS	3.8	Successful	Promoted to 10th grade
			9 MONTHS	4.48	Successful	Completed Program Requirements
			22 MONTHS	3.96	Successful	Completed Program Requirements
			18 MONTHS	3.9	Successful	Completed Program Requirements
			13 MONTHS	3.9	Unsuccessful	Minimal progress on Treatment Goals
			3 MONTHS	4.03	Unsuccessful	Parent Withdrawn
			17 MONTHS	4.1	Successful	Completed Program Requirements
			10 MONTHS	4.11	Successful	Completed Program Requirements
			10 MONTHS	4.2	Successful	Completed Program Requirements
			4 MONTHS	4.22	Successful	Promoted to 9th grade
			4 MONTHS	4.46	Successful	Promoted to 9th grade
			25 MONTHS	4.05	Successful	Completed Program Requirements
			8 MONTHS	4.12	Successful	Completed Program Requirements
			7 MONTHS	4.2	Successful	Completed Program Requirements
			11 MONTHS	4.33	Successful	Completed Program Requirements
			25 MONTHS	4.33	Successful	Completed Program Requirements
				3.89	Unsuccessful	Minimal progress on Treatment Goals
			21 MONTHS	3.7	Unsuccessful	Minimal progress on Treatment Goals
			5 MONTHS	4.3	Successful	Completed Program Requirements
			7 MONTHS	4.67	Successful	Completed Program Requirements
			9 MONTHS	4.05	Successful	Promoted to 9th grade
			7 MONTHS	3.84	Successful	Promoted to 9th grade
			19 MONTHS	3.88	Successful	Completed Program Requirements
			15 MONTHS	4.06	Successful	Completed Program Requirements
			9 MONTHS	3.78	Unsuccessful	Minimal progress on Treatment Goals
			5 MONTHS	4.2	Unsuccessful	Parent Withdrawn
			4 MONTHS	3.89	Unsuccessful	No progress on Treatment Goals
			7 MONTHS	3.9	Successful	Completed Program Requirements
			2 MONTHS	3.54	Unsuccessful	No progress on Treatment Goals
			6 MONTHS	3.17	Unsuccessful	Minimal progress on Treatment Goals
			8 MONTHS	3.78	Successful	Completed Program Requirements
			18 MONTHS	4.34	Successful	Completed Program Requirements
			5 MONTHS	3.94	Successful	Promoted to 9th grade
			3 MONTHS	3.81	Unsuccessful	No progress on Treatment Goals
				3.39	Unsuccessful	No progress on Treatment Goals
				4.14	TBD	Making progress with Treatment Goals
			5 MONTHS	4.19	Unsuccessful	Parent Withdrawal
				4.27	TBD	Making progress with Treatment Goals
			2 MONTHS	3.18	Unsuccessful	No progress on Treatment Goals
				4.26	TBD	Making progress with Treatment Goals
				3.8	TBD	Making progress with Treatment Goals
				3.4	TBD	No progress on Treatment Goals
			4 MONTHS	4.02	Unsuccessful	Parent Withdrawal
			3 MONTHS	3.57	Unsuccessful	No progress on Treatment Goals
				4.5	TBD	Making progress with Treatment Goals
				3.84	TBD	Making progress with Treatment Goals
			1 MONTH	2.5	Unsuccessful	No progress on Treatment Goals
				3.33	TBD	Minimal progress on Treatment Goals
				4.5	TBD	Making progress with Treatment Goals
				3.33	TBD	No progress on Treatment Goals

Wilderness Program Success Rate

Five Year Total Number of Students: 58
Five Year Total Number of Successful Discharge Students: 31
Five Year Total Number of Unsuccessful Discharge Students: 27
Overall 6th-8th Grade Wilderness Program Success Rate: 53%

John de la Howe: Wilderness: Home Stay Evaluations

Student Name: _____

Week of: _____

Evaluator's Name: _____

Problems to be Solved/Skills to be Learned

1. _____
2. _____
3. _____

Rating Scale

- 5 - He did it **ALL** the time
 4 - He did it **MOST** of the time
 3 - He did it **HALF** the time
 2 - He **ALMOST NEVER** did it
 1 - He **NEVER** did it

Life Skills	Date:	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<u>Listening to Others</u> 1) Look at the person speaking 2) Sit or stand quietly 3) Wait your turn before talking 4) Say "ok" or ask questions if you do not understand								
<u>Follow Instructions</u> 1) Look at the person 2) Say "yes ma'am" or "yes sir" 3) Do what you have been asked right away								
<u>Asking Permission</u> 1) Look at the person 2) Use a pleasant tone of voice 3) Make your request in the form of a question 4) Accept "no" if request is denied								
<u>Talking with Others</u> 1) Look at the person speaking 2) Use a pleasant tone of voice 3) Ask questions 4) Talk one at a time								
<u>Accepting Re-direction</u> 1) Look at the person speaking 2) Say "yes ma'am" or "yes sir" 3) Listen openly								
<u>Resisting Negative Pressure</u> 1) Use calm, assertive voice 2) State clearly that you do not want to 3) Suggest appropriate activity and give reason 4) If they persist, walk away								
<u>Daily Responsibilities</u> 1) Get up on time 2) Clean Structure 3) Make bed 4) Manners and Etiquette at meals 5) Personal Hygiene and showers 6) Pow-Wow 7) Bed time								

This Form is Completed by Parents

John de la Howe School Wilderness Program

Conduct Sheet

1-Uniform Compliance					
1-On time/stay in class /on task					
1-Appropriate attitude/voice tone					
1- Organization (write neatly, notebooks, area)					
1-Following all school rules (completing work/homework)					
0=0%	1=20%	2=40%	3=60%	4=80%	5=100%

Student: _____ Group: _____ Week: _____

Teacher: _____ Subject: _____

Time	Monday	Tuesday	Wednesday	Thursday	Friday

Monday:

Tuesday:

Wednesday:

Thursdays:

Friday:

John de la Howe: Wilderness: Student Progress Evaluations

Student Name: _____

Group: _____

Week of: _____

Chief's Name: _____

Camper's Needs:

1. _____
2. _____
3. _____

Rating Scale

- 5 - He did it **ALL** the time
 4 - He did it **MOST** of the time
 3 - He did it **HALF** the time
 2 - He **ALMOST NEVER** did it
 1 - He **NEVER** did it

Life Skills	Date:	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<u>Listening to Others</u> 1) Look at the person speaking 2) Sit or stand quietly 3) Wait your turn before talking 4) Say "ok" or ask questions if you do not understand	AM							
	PM							
	AVE							
<u>Follow Instructions</u> 1) Look at the person 2) Say "yes ma'am" or "yes sir" 3) Do what you	AM							
	PM							
	AVE							
<u>Asking Permission</u> 1) Look at the person 2) Use a pleasant tone of voice 3) Make your request in the form of a question 4) Accept "no" if request is denied	AM							
	PM							
	AVE							
<u>Talking with Others</u> 1) Look at the person speaking 2) Use a pleasant tone of voice 3) Ask questions 4) Talk one at a time	AM							
	PM							
	AVE							
<u>Accepting Re-direction</u> 1) Look at the person speaking 2) Say "yes ma'am" or "yes sir" 3) Listen openly	AM							
	PM							
	AVE							
<u>Resisting Negative Pressure</u> 1) Use calm, assertive voice 2) State clearly that you do not want to 3) Suggest appropriate activity and give reason 4) If they persist, walk away	AM							
	PM							
	AVE							
<u>Daily Responsibilities</u> 1) Get up on time 2) Clean Structure 3) Make bed 4) Manners and Etiquette at meals 5) Personal Hygiene and showers 6) Pow-Wow 7) Bed time	AM							
	PM							
	AVE							
Daily Average								

**John de la Howe School
Residential Children's Services
Wilderness Program
2017-2018
DISCHARGE SUMMARY**

**STUDENT:
COTTAGE:
GRADE:**

**DATE OF BIRTH:
DATE OF PLACEMENT:
DATE OF DISCHARGE:**

Problem Areas Resulting in Placement:

Overall Conduct/Adjustment to Group Living/Group Participation:

Participation in other Activities:

Academic Performance/Achievements:

Family Participation/Support throughout Placement:

Progress Toward/Achievement of IPC Goals, etc.:

Recommendations:

Unit Coordinator



JDLH Discharge Sustainability Plan

Student Name:	DOB:	Date of Placement:	Date of Discharge:
Reason for Discharge/Transition:			
Diagnosis at Admission:		Diagnosis at Discharge/Transition:	
Strengths:	Needs:	Abilities:	Preferences:
Current Treatment Goals & Progress: Goals: Objectives/Progress:			
The student made improvement in:			

The student needs to continue to work on:

Presenting Condition/Problem(s):

The following clinical services were provided during the student's admission:

Date of last contact:

Student status at last contact:

Recommendations:

Completed by Clinical Therapist

Parent Signature/ Date:

Student Signature/ Date:

Staff Signature/Title/Date:

Clinical Therapist

Completed by Clinical Therapist

Completed by Clinical Therapist

JDLHS Clinical Summary

What entities, public or private, can the Wilderness Program be compared to?

- **Choose two of the measures listed above, and for those measures, which of these entities would be considered the best? Why is that entity the best?**
- **For the entities determined to be the best, what steps have John de la Howe staff taken to learn from those entities?**

To our knowledge, there are not that many around. One that might be considered somewhat similar is the AMI Kids Camp in Patrick, South Carolina.

This is a wilderness camp for male, non-violent juvenile offenders and is operated by a national non-profit organization. The Kids in this wilderness camp are juvenile offenders. The students at the JDLHS are not juvenile offenders. Although they are both wilderness camps for youth/teenagers, that is where most of the comparisons stop. According to CBS News, October 31, 2017, 7:35 a.m., it was reported that a six-year-old juvenile died at the Patrick facility. We understand that this death is still under investigation. AMI Kids and JDLHS both have strong education components, but they serve a different population.

There is also a wilderness camp for boys in Westminster, South Carolina. It is called Fair Play Camp School for boys 8-17 years of age. This program operates using four fundamental processes/procedures: routines, plans, problem-solving, and evaluations. This is a religiously oriented camp which teaches the Bible. Also, as a non-profit group, the camp does not have to meet Department of Social Services (DSS) standards. The average length of stay is 18 months.

There is a third camp, Wilderness Way Girl's Camp School. It is located in Fair Play, South Carolina, and operates similar to the Wilderness Camp for Boys in Westminster, South Carolina. Also, it is biblically based.

The two camps in Westminster and Fair Play have a firm family commitment and involvement in camp activities. This is where the John de la Howe School has expanded its efforts to include more parent, guardian, family involvement in the lives of their children while at the John de la Howe School. The school recently hired a parent involvement coordinator to improve school –family communications and relationships.

We could not discern whether either of the three schools had a performance measurement system. Like the AMI Kids Wilderness Camp in Patrick, they are all considered wilderness camps, but that is where most of the comparisons end.

Neither of these three camps are subject to a number of government requirements as a state agency wilderness camp, I.E., D.S.S. and U.S.D.A. Nutrition Standards, and inspections. Neither of the three are government-owned, or government operated. As such, they are not bound by a number of government restrictions/regulations.

Records Management

Is the agency current with transferring records, including electronic ones, to the Department of Archives and History? If not, why not?

- **Please provide the Committee a copy of the agency's records management policy. If the agency does not have a records management policy, what is the agency's plan to create one?**

Not completely current.

Per Section 30-1-10 through section 30-1-180, the John de la Howe School shall comply with records management requirements.

At the present time we are in compliance with the retention of procurement records for purchasing guidelines, which reads as follows:

“All procurements of governmental bodies shall be retained and disposed of in accordance with records retention guidelines and schedules approved by the Department of Archives and History after consultation with the Attorney General. All retained documents shall be made available to the Attorney General or a designee upon request and proper receipt therefor. S.11-35-2430

Each governmental body must maintain procurement files sufficient to satisfy the requirements of external audit. (5yrs) R19-455.2005 (B) “

Under 9.15 Records and Personal data, of the John de la Howe School Policy Manual & State Regulations, it reads:

“An official permanent personnel folder is retained on every employee in the Office of Human Resources, and is available for review by the employee at any time, as outlined in the South Carolina Personnel Rules. Except for those items specified in the Freedom of Information Act, no employee data is divulged to outside sources without the written permission of the employee.

Employees are obligated to keep personal data in their folder up to date. The Human Resources Manager should be advised as soon as possible of changes in name, address, marital status, dependents, insurance or retirement beneficiary, etc.”

Under Code BEF of the John de la Howe Board Policy manual, it reads:

“The minutes will become permanent records of the Board and will be in the custody of the Secretary, who will make them available to citizens, upon request, at reasonable times during the working day, with exceptions as provided by law. The Secretary shall be provided, upon request, a copy of the tape recording of the minutes for any meeting.”

Per a Memorandum of Understanding (MOU) with the South Carolina Department of Education (SDE), the SDE collects and stores student data through PowerSchool and the Entered Data Collection System.

All of these citations will be covered in the John de la Howe School Records Management Policy. A Plan for the Board’s approval will be presented at the next board meeting.

Marketing

- **Prior to the admissions freeze, did John de la Howe have a marketing or outreach plan? If so, please provide it? If not, why not?**

Please see next page for the JDLH School Marketing Plan



Marketing Plan

Prepared for:

The John de la Howe Board of Trustees

Prepared by:

The Office of Public Relations and Marketing (JDLH)

February 16, 2018

I. Executive Summary

The marketing plan designed for the historic John de la Howe School will target and achieve the stated strategies, goals and objectives devised in the initial stages of research and development. These goals and objectives were defined as (1) reaching students and parents interested in agricultural education/raising awareness about the school, (2) utilizing a consistent brand image, (3) crafting positive perceptions regarding the agency, (4) forging partnerships with industry leading organizations, (5) implementing special activities or events that will allow the public to learn more about the enduring legacy of the John de la Howe School and (6) utilizing existing acreage, facilities, and farming operations to attract visitors to the campus. With careful consideration to the timeframe involved, estimations of achieving the primary goals and objectives of the agency can at minimum be reached soon after the implementation of recommended tactics.

II. Situation Analysis

Through researching what was readily available, we were able to determine the goals and objectives as well as the benefits of JDLH. Conducting a traditional SWOT (Strengths, Weaknesses, Opportunities, & Threats) analysis, we found that John de la Howe has credibility in agricultural education. The staff is thoroughly involved in the communities they serve, and they are passionate about their work. They are regionally concerned and have the capability to influence people beyond their current scope.

Traditional SWOT Analysis

<p>Strengths</p> <ul style="list-style-type: none"> - The Historic Mission of JDLH - Credibility in Ag. Education - Current Farm & Forestry Operations - Acreage & Current Facilities - Provides Educational Opportunity - Wilderness Program 	<p>Weaknesses</p> <ul style="list-style-type: none"> - Defined Mission - Statewide Support - Brand Image - Previous Public Relations and Marketing efforts were limited in scope
<p>Opportunities</p> <ul style="list-style-type: none"> - New Mission as magnet school for Ag. And/or Educational Center - Effective Communications - Cause-Related Marketing - Cultivation of Influential Partnerships - Updated Website/Social Media - Facility Rentals, Corporate Retreats, Public Horse Trails, “Pick Your Own” Produce. 	<p>Threats</p> <ul style="list-style-type: none"> - Decreased State Funding - Facility Neglect - Negative Press - Lack of Public Awareness w/ regards to JDLH’s Mission and Attributes

III. Marketing Goal

The marketing goal is to raise awareness of JDLH among students interested in agriculture, the public as a whole and the media. Strategic planning will lead to the development of a campaign, in which a newly defined mission of the John de la Howe School will permeate throughout South Carolina. This will include any new operations and defined missions recommended in the Feasibility Study submitted December 1, 2017, and set forth by the South Carolina General Assembly.

IV. Marketing Objectives

Objective 1: To raise awareness of the mission of JDLH and the agency with potential students and their families

Objective 2: To develop a consistent image to which the public can relate

Objective 3: To create more public involvement through crafting positive perceptions

Objective 4: To develop partnerships with industry-leading organizations in agriculture and educational institutions

Objective 5: To implement special activities or events that will allow the public to learn more about the enduring legacy of the John de la Howe School

Objective 6: To utilize existing acreage, facilities, and farming operations to John de la Howe as a visitor-friendly entity.

V. Target Audience

Primary Audiences

- **Potential students**
- **Family members of potential students**
- **School districts**
- **Tourists to the area & state**
- **Paying guests**
- **Agricultural organizations**
- **JDLH boards (Trustees, Foundation & Alumni)**

Secondary Audiences

- **Donors and donor groups**
- **Members of the media**
- **Agricultural industry professionals**
- **Community leaders**
- **Business leaders**

VI. Strategies and Tactics

The individual teams created strategic plans to target the stated audiences while achieving the organization's goals and objectives.

Public/Media Relations – Promoting JDLH

Purpose

- To inform the public and media of pertinent events by sending out press releases promoting JDLH and its approved operations, as well as a potential Magnet School for Agriculture (MSA) and Educational Center.

Target

- *Primary Audiences*
- *Secondary Audiences*

Tactics

- Press releases
- Articles in publications
- Student Success Stories
- Public Service Announcements
- Letters to the Editor
- Press Conferences, Interviews with Reporters, & Media Tours
- Radio, Television, or Press Interviews
- Social Media Outlets
- Seminars or Speaking Engagements
- On-site Events

Publication – JDLH's Trade Marking

Purpose

- Keeping the look of JDLH at a consistent and organized pace for foreseeable future. The plan suggests that JDLH use its logo in a consistent way as well as all the colors, typography and graphics in order to give them a "trademark" look. Currently, our materials lack a consistent presentation, in comparison to the Governor's Schools, which target high school students.

Target

- *Primary Audiences*
- *Secondary Audiences*

Tactics

- **Brochures**
 - Improve existing materials so that the information about JDLH is current and gives helpful information to the public.
- **Newsletters**
 - Improve the design of any existing newsletter and re-tailor it for a specific audience.
- **Special Events Flyers**
 - Create awareness for future events that are being held by JDLH. This will ensure uniformity and create interest.
- **Branding Manual**
 - Explain how to use the logo in a specific and orderly fashion. This will alleviate any confusion with the brand image with all persons associated with JDLH.

Cyber/Interactive

Purpose

- The focus of JDLH's website is to increase awareness of the agency, its advantages and what it can do to facilitate educational pursuits. The website should contain a nice appearance that is appealing to a researcher or interested student, along with clear, concise information throughout the specific categories listed on the website. The communications office will suggest ideas that will enhance the website. The potential ideas will benefit both current students and potential students, as well as an average person who is curious about JDLH and its mission.

Target

- *Primary Audiences*
- *Secondary Audiences*

Tactics

- Increase awareness of JDLH School and what it offers.
- Continuously update the website with current newsletters or information and upcoming events.
- Grow social media web pages: asking questions, getting involved with alumni and/or potential students and supporters.
- Add additional keywords so the website will be easier to find in search results.

Support Revenue-Generating Operations– Promote JDLH’s existing and future operations that generate revenue

Purpose

- To promote current and future missions and operations at JDLH that generate revenue. This includes, but is not limited to, rental of the campus’ extensive facilities; promotion of educational opportunities that exist with the farm and greenhouse operations, equine programs for the public and events such as band and JROTC contests; livestock shows; produce sales and more.

Target

- *Primary Audiences*
- *Secondary Audiences*

Tactics

- Press releases
- Articles in publications
- Public Service Announcements
- Television Commercials
- Brochures, Flyers and Other Printed Materials
- Social Media Outlets
- Billboards
- Radio, Television, or Press Interviews
- Seminars or Speaking Engagements
- On-site Special Events
- Collaboration with S.C. Tourism Organizations

Work with Executive Staff to Develop Collaborations – Explore new opportunities to bring visitors to JDLH

Purpose

- To assist the Executive Staff in developing collaborations with individuals, students at primary and secondary educational institutions and community groups. This is vital if the Magnet School for Agriculture and Education Center are approved. Such approval will widen the outreach opportunities for JDLH and increase the potential to generate revenue for the campus. In addition to visitors from South Carolina, JDLH also can serve people from Northeast Georgia and Western North Carolina.

Target

- *Primary Audiences*
- *Secondary Audiences*

Tactics

- **Press releases**
- **Articles in publications**
- **Public Service Announcements**
- **Television Commercials**
- **Brochures, Flyers and Other Printed Materials**
- **Social Media Outlets**
- **Billboards**
- **Radio, Television, or Press Interviews**
- **Seminars or Speaking Engagements**
- **On-site Special Events**
- **Collaboration with Tourism Organizations in South Carolina, Georgia and North Carolina**
- **Collaboration with Targeted Groups (agriculture, education, history, landscape/horticulture, arts, crafts)**

VII. Measurement/Evaluation

- **Analyze the amount of clippings and media coverage, and determine a monetary figure based on placements.**
- **Conduct surveys asking potential students and their families how they heard about JDLH.**
- **Gather statistics and keep track of all published articles, press releases sent to media, and what was received from publications and media.**
- **Follow up with a readership survey of future newsletters.**
- **Monitor revenue generated through the marketing of facility rentals, hosted events, farming operations and tourism.**
- **Evaluation of partnerships formed with outside entities.**

Recommendations

Please review the recommendations submitted in the agency's Program Evaluation Report and indicate if those recommendations remain current.

- **Follow the template in the Program Evaluation Report, please provide any additional recommendations.**

1. *Develop and operate a Magnet School for Agricultural Education for girls and boys in grades 11-12. While open to all youth in the state wishing to focus on agricultural and mechanical education, the magnet school would provide an important educational resources for secondary schools throughout the Upstate. This approach clearly meets the intention of the will of Dr. John de la Howe to maximize the use of the property for agricultural and mechanical education and to benefit the surrounding community. The magnet school can benefit both day students from the local area as well as residential students and coincides with the recommendation of Melanie Barton, Executive Director of the Education Oversight Committee that studied the agency in 2016. The Governor's School for Science and Mathematics would serve as a template as we set up much of our operating processes, and we would need to have similar latitude for such a special school. The Board ultimately hopes the magnet school will grow into the Governor's School for Agriculture at John de la Howe.*
2. *Continue operating the Wilderness Program for at-risk boys in grades 6-8. This is a wilderness-based therapeutic program that provides skills to youth with behavioral and emotional challenges in their homes, schools or communities. While placement may be sought by the Department of Social Services (DSS), most placements are sought by parents facing challenges in meeting the needs of their children. Providing structure and support, the typical time period to "graduate" is about one year. The agency has been operating two camps serving eight children each and has the capacity to expand to four camps as funding permits. Historically, there have been more applicants for this program than space has allowed. DSS-mandated staffing ratios for this program involve one Residential Counselor per eight students. plus one Program Treatment Services Coordinator (PTSC) per 16 students. Parents have praise for this program, and the state should continue to provide this service to children and families who are not financially able to obtain other resources.*

Clearly, it would take time to renovate facilities, develop the curriculum and recruit the faculty and students for the magnet school, but this could be accomplished within two years. The first 11th-grade students could begin classes in August 2020. The Board recommends authorizing short-term flexibility in the agency's budget to prepare for the August 2020 start of magnet school. Students currently enrolled receive academic instruction through a memorandum of agreement with McCormick County School District. The Board recommends notifying students that residential care will not be provided beyond the end of the current school year, which ends June 1, 2018. The agency is preparing to begin publicity to recruit students and faculty for the new magnet school. Ideally, the potential number of students to be served is 100 in the first year, growing to 325 by 2026.

These program approaches will provide sufficient flexibility over the coming decades to maximize the agricultural resources of the property while fulfilling the requirements of the will of Dr. John de la Howe.

Proposed changes to JDLH Enabling Legislation. The law establishing John de la Howe School as a state agency was authorized in 1918 and has served the school well through its decades as a residential care facility and school for at-risk children. Any changes to that law should allow sufficient flexibility to serve the state for another one hundred years. The following recommendations for changes are made, with proposed new language underscored:

1. Section 59-49.100. Purpose of School

It is declared to be the purpose and policy of the State to maintain and develop the school property in accordance with the purposes of the will of Dr. John de la Howe as interpreted by the Supreme Court of South Carolina, Mars v. Gibert, 93 SC 455, which for historical reference reads: "First, the establishment and maintenance of an agricultural and mechanical school as an institution in Abbeville County, stimulating and improving the industrial life of the entire community; second, the training, free of charge, of twenty-four boys and girls, not as college men and women, but in the beginning of school life; and, third, the like training of the

children of the neighborhood not supported by the fund.” It is declared that the term “Abbeville County” shall be understood to mean that portion of South Carolina known as Abbeville County at the time the will of Dr. John de la Howe was dated, namely January 2, 1797. The property is now in McCormick County. It is further declared that, given the above historical perspective, the Board of Trustees of John de la Howe School shall instruct the President of the school to implement programs which shall meet the needs of children from all of South Carolina who wish to focus on agricultural and mechanical studies prior to high school graduation.

2. *Section 59-49-150. Expenses of Students*

Pupils in full-time residence at the school whose estates are sufficient or the relatives of the pupils liable in law for their support whose estates are sufficient shall pay for the maintenance of the pupils in whole or in part. Policies concerning the manner and method of determining financial ability and the collecting and retention of amounts required to be paid must be determined by the Board of Trustees, in accordance with state policy.

3. *Section 594980. President; employees.*

The board shall elect a president for said school at such salary and for such term as it may fix. The president shall employ and discharge all employees of the school, subject to the approval of the board.

4. *Section 594990. Oath of Trustees; Oath and Bond of President.*

All of the members of the board and the president of the school shall, before entering upon the discharge of their duties, take an oath faithfully to perform any and all duties imposed upon them under this chapter. The president shall execute a bond payable to the State in such sum as shall be required by the board, with sufficient security, which shall be filed in the office of the Secretary of State.

In addition, the Board proposes the following changes to the agency's vision and mission statements:

*The **vision** of the agency is to be the state's leader in offering a rigorous agricultural education program that will challenge motivated high school students to develop their interest in agriculture and natural resources by providing classes and hands-on learning opportunities in one of South Carolina's largest industries, agribusiness.*

*The **mission** of the agency is to provide quality agricultural education that will enable its students to be our state's future leaders in agribusiness, business, and education.*