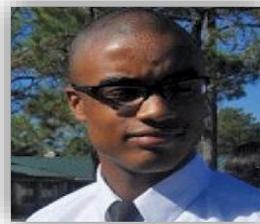


WIL LOU GRAY OPPORTUNITY SCHOOL
SOUTH CAROLINA HOUSE OF REPRESENTATIVES
OVERSIGHT COMMITTEE
PROGRAM EVALUATION REPORT



2018



November 19, 2018

House Legislative Oversight Committee
Post Office Box 11867
228 Blatt Building
Columbia, South Carolina 29211

Dear House Legislative Oversight Committee,

Nearly a century old, the Wil Lou Gray Opportunity School is thankful to the South Carolina House of Representatives for the continued support that allows the school to successfully educate, graduate and transform the lives of the Palmetto State's at-risk, under-educated youth.

As featured on the cover of this report, Wil Lou Gray boasts graduates who become outstanding members of the U.S. Armed Forces, often marry and start families, become graduates of post-secondary institutions and are employed by top ranking industries such as Boeing and space management logistics, banking, and law enforcement, among others. One featured graduate, a member of the esteemed United States Air Force Honor Guard, participated in the 2017 presidential inauguration. Another served with the U.S. Department of State, Bureau of Diplomatic Security and for 2 1/2 years as personal body guard to the U.S. Ambassador to Afghanistan. Cadet Anthony Chad Owens, killed in duty, was the recipient of the Bronze Star and Purple Heart. Cadet Owens discovered his love for the military while enrolled at the Opportunity School.

At Wil Lou Gray, the incredibly talented youth served benefit from the holistic manner in which the school focuses on each student's personal and educational objectives implemented by dedicated personnel aided by modern, state-of-the-art facilities and technologies. The agency's quasi-military environment instills structure, discipline and focus. Agency facilities and resources are appropriately maintained and updated. Agency collaborations supplement resources. Young men and women make tremendous individual progress and personal growth during each intensive 14-week session. Thank you for the opportunity to submit this 2018 Program Evaluation Report for the Wil Lou Gray Opportunity School.

Sincerely,

Pat G. Smith
Director

WIL LOU GRAY OPPORTUNITY SCHOOL PROGRAM EVALUATION REPORT

The contents of this report are considered sworn testimony by the Agency Director.

Submitted: (November 19, 2018)

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ONLINE RESOURCES

Palmetto Gold Recipient

www.willougray.org

Admissions

www.willougray.org/apply-for-admission

Frequently Asked Questions

www.wilLouGray.org/faqs

Brochure

www.willougray.org/assets/wlg_brochure.pdf

Directions

www.willougray.org/directions-to-wlg

Video

www.willougray.org/wil-lou-gray-video

Gallery

www.willougray.org/photo-gallery

Facebook

www.facebook.com/WilLouGrayOpportunitySchool/

Campus Life

www.wlgosstudents.com

Athletics

www.wlgosstudents.com/wlgos-athletics

Graduates

www.willougray.org/graduates

SC State Library

www.dc.statelibrary.sc.gov/handle/10827/5400

SC Press

www.sc.edu/uscpres/books/2015/7568

SC Department of Vocational Rehabilitation

www.scvrd.net/partnerships/

Best GED Classes in Columbia SC

www.bestgedclasses.org/columbia-sc

Alumni

www.classmates.com/places/school/wil-Lou-Gray-Opportunity-High-School

Dr. Wil Lou Gray

www.scencyclopedia.org/sce/entries/gray-wil-lou

ONLINE RESOURCES (cont.)

The Opportunity Schools and the Founder, Wil Lou Gray – Core

www.core.ac.uk/download/pdf/49233068.pdf

SC Hall of Fame – Idella Bodie’s SC Women (Funded by the S.C. General Assembly through K-12 Technology Initiative

www.knowitall.org/series/dr-wil-lou-gray

SC.GOV – STATE SUPPORTED SPECIAL SCHOOLS

www.sc.gov/educationandemployment/pages/collegesandhighereducation

SC.GOV – Education & Employment Online Services

www.sc.gov/OnlineServices/Pages/EducationAndEmployment

S.C. ETV (2009 Teaching American History in South Carolina Project) Adult Students from Wil Lou Gray Opportunity Schools

www.digital.scetv.org/teachingAmerhistory/ttrove/literacyimages

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OVERVIEW

The Wil Lou Gray Opportunity School is the state's original alternative school with a rich historic tradition dating back to 1921, designed to educate the state's under-educated. The agency currently serves South Carolina's qualified at-risk youth, ages 16-19. Applications for enrollment consideration are readily available on line. Enrollment for qualified applicants is available during the school year, which operates on three 14-week, trimester schedules. The program is renowned for its discipline, structure and residential environment. The 14-week program provides an intensive educational program employing only state-certified teachers -- committed to helping young people improve aptitudes and attitudes. Modern residential and classroom facilities are provided on a beautiful 87-acre campus, located in the heart of the Palmetto State's capital city. Though passing at the young age of 100 years, Dr. Gray's passion for the under-educated and her motto, "Why Stop Learning?" continue to drive the Opportunity School and its commitment to the state's under-educated. Today's graduates often enter the Palmetto State's workforce, enlist in the United States Armed Forces, enroll in post-secondary educational institutions and become productive responsible citizens.

I. AGENCY SNAPSHOT

WIL LOU GRAY OPPORTUNITY SCHOOL GLOSSARY OF TERMS

Acronym	Meaning
AAR	After Action Review refers to agency self-analysis.
ABE	Adult Basic Education refers to the curriculum in which students' study in preparation for the GED
ACU	Army Combat Uniform
ADA/504	American with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AE	Adult Education
ASU	Army Service Uniform
ASVAB	Armed Services Vocational Aptitude Battery
AWOL	Absent Without Leave
BDU	Battle Dress Uniform
BIP	Behavior Intervention Plan
CTE	Career and Technical Education
DFAC	Dining Facility
DJJ	S.C. Department of Juvenile Justice
DOE	Department of Education
DP	Discipline Platoon
ED	Emotionally Disabled
ESSA	Every Student Succeeds Act
FBA	Functional Behavior Assessment
FFI	Failure to Follow Instructions
GE	Grade Equivalent
GED	General Education Diploma
HiSet	High School Equivalency test published by Educational Testing Services
ID	Intellectually Disabled
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
JAG	Jobs for Americas Graduates
LD	Learning Disabled

**WIL LOU GRAY OPPORTUNITY SCHOOL
GLOSSARY OF TERMS**

Acronym	Meaning
LEA	Local Education Agency
LRDAC	Lexington/Richland Drug Abuse Commission
MRE	Meals Ready to Eat
MTC	Midlands Technical College
NCLB	No Child Left Behind
NSC	National Safety Council
OCR	Office of Civil Rights
OHI	Other Health Impairment
OPT	Official Practice Test
OSES	Office of Special Education Services
OSHA	Occupational Safety Health Association
PBIS	Positive Behavior Intervention and Support
PD	Professional Development
POV	Privately Owned Vehicle
PSG	Platoon Sergeant
PT	Physical Training
RLA	Reading Language Arts
SCBCB	S.C. Budget and Control Board
SCDOE	S.C. Department of Education
SGT	Sergeant
TABE	Test of Adult Basic Education
TASC	Test Assessing Secondary Completion, an equivalency test published by Data Recognition Corporation
VR	S.C. Department of Vocational Rehabilitation
WIA	Workforce Investment Act
WIOA	Workforce Innovation and Opportunity Act
WLGOS	Wil Lou Gray Opportunity School

A. SUCCESSES AND ISSUES

Question 1. What are 3-4 agency successes?

1. GED COMPLETIONS

- Agency Personnel Responsible - Mr. Pat Smith
- Agency Personnel Responsible – Mr. Scott Gaines

Wil Lou Gray has experienced tremendous success in GED testing over the past three years, an average of 196 GEDs per year. The 2017-18 academic year saw individual GED pass rates climb to 83.48% with the student body attempting 981 individual sections of the GED test and 819 of those test sections resulting in positive outcomes. Aside from the individual accomplishments, the agency had a success rate of 86.22%,

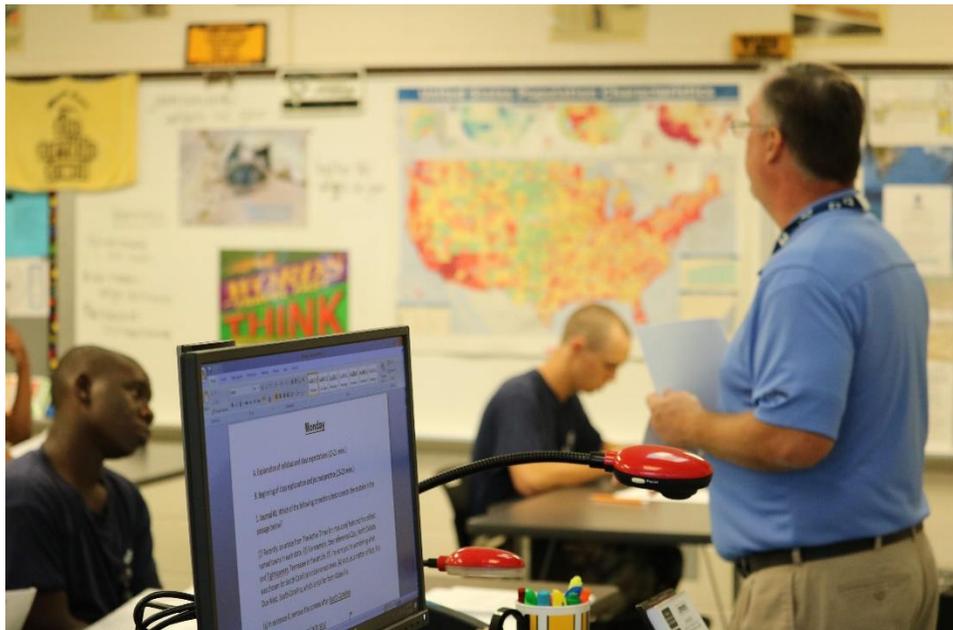
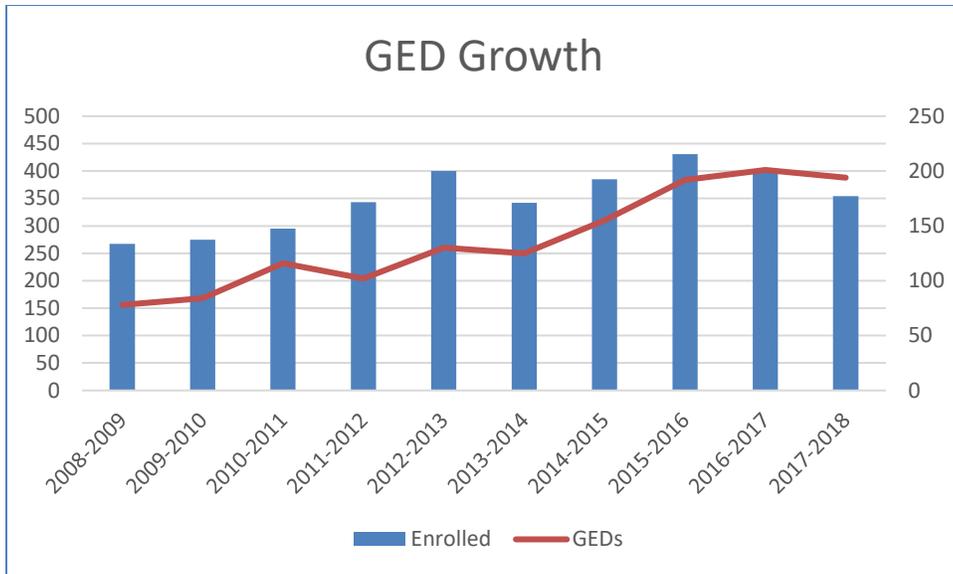


with 194 students completing the entire GED credential requirement. In determining the agency success rate, 225 students attempted all 4 sections of the GED, with 194 successfully completing all four. Those same 194 students were then issued a credential from the Department of Education

and returned to their geographical areas around the state to begin post-secondary education, employment and military goals. Since 2015, a survey of our GED graduates revealed that they are transitioning into society prepared for success. Of those graduates surveyed, 67% entered the workforce, 22% enrolled in post-secondary education and 11% enlisted in military service.

It is imperative to have a successful academic program in today's competitive climate, as we as an agency compete with a growing number of alternative pathways, specialized programs, and charter schools to meet the needs of students who are searching for an alternative educational placement to meet their unique needs.

"Made history there. One of the best decisions of my life was when I chose to attend this [Wil Lou Gray Opportunity] school....Thomas P., WLGO 2000 Class



2. JOBS FOR AMERICA’S GRADUATES OUT OF SCHOOL (JAG OOS)

- Agency Personnel Responsible - Mr. Scott Gaines

The Opportunity School is pleased to announce a two-year partnership with S.C. Vocational Rehabilitation (SCDVR) on one of two new pilot programs awarded this past year from SC Works. Jobs for America’s Graduates is a state-based, national non-profit dedicated to preventing dropouts among young people who have serious barriers to graduation and/or employment. The primary mission of this program is to

recover dropouts and to provide an array of counseling, employability, and technical skills development, job development, job placement services, and educational placement. These services are designed to result in participants attaining either a quality job leading to a career following graduation and/or post-secondary education and training. Other partnering agencies include the Midlands Workforce Development Board, SCDJJ, and Lexington School Districts 2 & 4 Adult Education. (Two-year grant, \$200,000 grant award.)

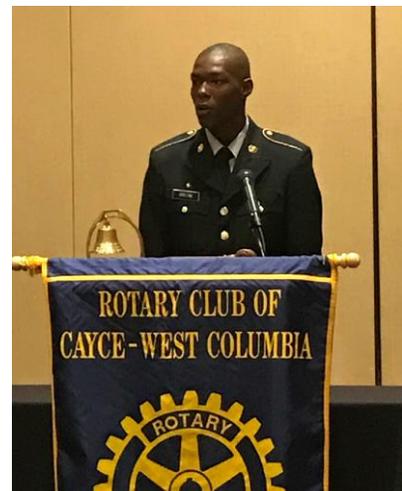


3. SERVICE LEARNING

- Agency Personnel Responsible - Mr. Scott Gaines
- Agency Personnel Responsible - Mr. Gary Newsome

Students who attend the Wil Lou Gray Opportunity School are required to participate in Service Learning as a means to experience and develop civic responsibilities. This type of learning helps establish a sense of “belonging” for most of the students, especially those coming from broken communities and unstable family situations. Allowing each student to self-identify with community partners has been most beneficial. While participating, dedication and involvement becomes more prevalent and students are more apt to learn the importance of giving back to his/her own community, while affording community partners project completions. This partnership is beneficial for everyone as the students are learning work skills and employers are potentially meeting future employees. In order to ensure that students learn the value of engaged citizenship, the Opportunity School only partners with organizations which strengthen its community bond and each student’s personal development. The Opportunity School supports organizations such as the:

Columbia Greek Festival
SC National Guard (Picnic)
City of West Columbia Kinetic Derby
Saluda Shoals Mud Mania/Splash and Dash
City Roots
Camp Burnt Gin – Camp Cleanup
Moms Against Gun Violence



Lexington County Softball Opening Ceremony
Cayce-West Columbia Rotary Club Adopt-A-Highway
Lexington Wildlife Chapter Kids Festival
Cayce-West Columbia Jaycees Concessions USC Baseball
Cayce-West Columbia Hall of Horrors
Cayce-West Columbia Community Field Day
Federation of the Blind Fundraiser
Women's Empowerment Midlands Division Festival
Shekinah Glory Family Care Ministry Community Event
Town of Springdale's National Night Out
First Nazareth Baptist Church Disaster Emergency Relief Effort
Freedom and Hope Wounded Warrior Foundation
Cindy Roof Wilkerson Foundation 5K Community Walk/Run

"Wil Lou Gray changed my life. After graduating, I joined the US Army and am currently an infantry staff sergeant (10.5 years), married to my beautiful wife and have an amazing son. I'm a completely different person because of this school and the opportunities it gave me."

Justin M., WLGOS 2007 Class

"I graduated. A month later I was on Parris Island becoming a marine. After [serving] 6 years as a Marine, I now have a fantastic job. This school was a fantastic opportunity of a lifetime. I remember it like it was yesterday! Thank you so much Wil Lou Gray...."

Caleb S., WLGOS 2007 Class

"My son left today for Basic Training with confidence! Thank you [Wil Lou Gray] for confirming his potential and giving him insight and direction through your program...."

Christie M., Parent

"After graduating, I secured my AA in Accounting. I now work at the University of Florida in the Department of Community Health & Family Medicine and am pursuing my Bachelors in Health Services Administration. I am thankful for this wonderful school."....

April K., WLGOS 2009 Class

Question 2. What are 3-4 agency challenges?

1. STAFF RETENTION

- Agency Personnel Responsible – Ms. Theresa Trowell
- Agency Personnel Responsible – Ms. Melissa Thurstin

Over the last several years, we have experienced significant staff attrition in our residential and food service departments. As the Opportunity School is a residential program, these two departments are arguably two more fundamental areas that most affect students. The Human Services Specialists (Cadre) have the most direct contact with the students daily, as they provide oversight, mentoring, discipline and activities. The Cadre have the responsibility of the students during the school day, afternoons, evenings, overnights and weekends. Another essential department at Wil Lou Gray is Food Service Specialists. These individuals are responsible for preparing and serving wholesome, appetizing meals to a teenage population seven days a week. Since 2009, we have had 78 Human Services Specialist vacancies; a 200% turnover with an average length of service of only 1.5 years. In that same time period, 17 vacancies occurred among our Food Service Specialist staff, equating to a 300% turnover rate; an average turnover rate of 40% per year. This perpetual turnover creates instability within these two crucial departments leaving the agency in a continuous recruiting and training mode.

In order to address this ongoing challenge, our informal exit interviews reveal that clearly a large percentage of our Human Service Specialists resign to accept a better paying opportunity. The vast majority of this staff is retired military who hold bachelor's and master's degrees and are able to easily transition to higher paying jobs. Our food service staff are at such low pay finding quality applicants is difficult. To offset this turnover we have submitted, as a part of our FY20 budget proposal, a \$100,000 request to supplement their base pay by 5% in hopes that this small adjustment will make a difference in retention. Our estimated training cost for the Human Services Specialist staff and Food Service would be approximately \$25,000 to \$30,000.

2. DECLINE IN REQUISITE ACADEMIC PROFICIENCIES

- Agency Personnel Responsible - Mr. Scott Gaines

Wil Lou Gray faces many of the same academic level challenges that other educational entities face around the state of South Carolina. SC Ready 2016 data reported that 55% of the eighth graders are below state standard in English and Language Arts. While disheartening, at-risk student levels historically are even lower and more critical as an average of 82% of students entering our program are below

grade level in English and Language Arts and 76% of our students are below grade level in mathematics. Determining levels for students entering the Wil Lou Gray Opportunity School is done by administering the TABE (Test of Adult Basic Education). In 2017-18, the average entering score for the student body was a 4.8 grade equivalency in reading comprehension and a 5.9 grade equivalency in mathematical reasoning. Low academic levels, paired with the overall needs and social challenges some students possess, make it a huge challenge to achieve the academic success that many of the students have never experienced. Despite this challenge, the Opportunity School curriculum based on a structured, customized academic model has yielded, on average, a year and a half improvement in grade equivalency in reading comprehension and mathematical reasoning in just one fourteen-week session, contributing to the overall testing success of our students. On occasion, some students achieve as much as five years improvement.

3. ENROLLMENT CHALLENGES WITH INTER-AGENCY COORDINATION

- Agency Personnel Responsible – Ms. Diane McNinch
- Agency Personnel Responsible – Mrs. Sarah Russell
- Agency Personnel Responsible - Mr. Gary Newsome
- Agency Personnel Responsible – Mrs. Lettice Glenn

Our admission process is becoming more complex with accepting students as it pertains to coordination of services while they are enrolled at Wil Lou Gray. These services are provided through agencies such as but not limited to DJJ, DSS, DMH, and/or LRADAC. Oftentimes we are faced with an inadequate support system, leaving Wil Lou Gray with the responsibility to ensure the student effectively meets the needs, demands and requirements of being involved with these agencies. Coordinating care between these agencies as well as ensuring the students thrive in the academic and residential components of the program at Wil Lou Gray is an ongoing and growing challenge. Services such as probation requirements (e.g. community service), psychiatric and medical appointments (e.g. medication and/or chronic illness management) as well as visits from probation officers, social workers, and guardian ad litem are coordinated by Wil Lou Gray in order for the student to achieve successful completion of the program. The breakdown of the family unit, lack of local extended family, and a minimal social support system has led the Opportunity School to being the center of coordinating student's care while they are in residence with the hopes of ensuring a thriving outcome.

"I will be forever grateful to Wil Lou Gray. You provide more than an education to these young men and women. You become family...giving them a sense of belonging and acceptance. You take the time to teach them a way they can learn (Because no one learns the same way!) You show them they CAN do it..." Christy E., Parent

Question 3. What are 3-4 emerging issues in upcoming 5 years?

1. COMPETING ALTERNATIVE PROGRAMS

- Agency Personnel Responsible - Mr. Pat G. Smith

In 1921, the Wil Lou Gray Opportunity School became South Carolina's original alternative adult education school, serving adults unable to complete their high school education due to economic concerns and forced to attend one of many of Dr. Gray's summer schools. From then, the school remained the only adult education program in South Carolina, expanding to the point where larger facilities were required. Throughout, the school served as the state's only alternative program until the creation of school district alternative schools. In subsequent years, other measures offering numerous options to the traditional public school have come about. Programs now offer a variety of choices for drop-out or truant students and their families versus remaining in the public-school system or enrolling at the Wil Lou Gray Opportunity School.

Programs such as homeschooling, online education, magnet schools, charter schools, various GED programs (WIA, Christ Central Ministries), independent private schools, therapeutic wilderness programs, private residential programs, non-profit programs, Tara Hall, SC Youth Alternative, Camden Military, a few of the many programs that are available as an alternative to the traditional public school. All of these programs are competing for essentially the same student that the Opportunity School seeks as potential students.

With so many similar programs available, the Opportunity School has been aggressively advertising the school to potential students. Advertising through radio, television, billboards, internet and direct mailings comprise the largest marketing strategy. In addition, presentations to various groups such as civic clubs, school administrators, partnering agencies, live radio, television programs, tours to families, and exhibit opportunities are other advertising media that are used to promote the Wil Lou Gray Opportunity School.

2. INCREASE IN NUMBER OF APPLICATIONS WITH CHRONIC MENTAL HEALTH AND ACUTE MEDICAL ISSUES AND SUBSTANCE ABUSE

- Agency Personnel Responsible – Ms. Brenda Arant
- Agency Personnel Responsible – Ms. Lettice Glenn
- Agency Personnel Responsible – Ms. Diane McNinch

In recent years, there have been an increasing number of at-risk student applicants with complicated chronic and/or acute medical and mental health illnesses requiring ongoing care. These conditions have impacted student academic success in the past due to the lack of ability to receive the treatment needed, due to circumstances beyond their control (e.g. financial, transportation, lack of a support system). Wil Lou Gray utilizes counseling and medical staff to assimilate these students into our program. The School assists with treatment and/or by connecting them with local community resources in order that they can succeed academically, thus providing them with the ability to become self-sustaining productive adults. Increasing challenges include addressing prevalent diagnoses such as attention deficit hyperactivity disorder (ADHD), oppositional defiance disorder (ODD), conduct disorder (CD), substance abuse, depression, anxiety with or without panic attacks, obesity, diabetes (insulin dependent and noninsulin dependent), eating disorders, hypertension, orthopedic injuries, sleep apnea, insomnia, vision and dental needs, sexually transmitted diseases (STD), and self-injurious behaviors, as well as a growing number of students who have biological children to care for. All of these conditions are becoming more prevalent as are those students with comorbidities of physical and mental health diagnoses. These applicants/students require more attention and participation from the Wil Lou Gray Opportunity School to realize the students' success.

3. CAMPUS SECURITY & SAFETY

- Agency Personnel Responsible - Mr. Charlie Abbott
- Agency Personnel Responsible – All WLGOS Employees

Managing a secure, open campus environment is no easy task. Recent tragic events highlight our concern and those of our parents, for students and staff for campus safety. According to a recent online poll, 75% of parents and students believe campus safety is an important factor in their attendance at school. Each student who enrolls at the Opportunity School must be interviewed as a part of the admission process. Numerous parents have asked, "Is my child going to be safe"? However, with 87 acres and approximately half of that acreage wooded, 34 buildings and our campus situated approximately 300 feet off the main road, the task of maintaining a secure campus at all times is challenging. In addition, our students come from all walks of life representing a statewide population. The Opportunity School places a top priority on a safe campus environment as a part of the student and staff experience. There are several relevant strategies used to create a measure of campus safety. In recent years, we have installed an extensive video camera system with 150 camera views that are regularly monitored for any unusual activity. Additionally, our entire campus has a keyless entry system that requires a swipe card to gain access to the buildings, as all of our buildings are locked and cannot be accessed without the proximity card. These two features have significantly improved campus safety, but as has happened in other recent campus incidents across the US, those schools have those features as well as a school resource officer (SRO). Our staff undergoes regular training for campus

security breaches and on February 8, 2019 we will conduct active shooter training for all staff. Unfortunately, at this time, we do not have an SRO to supplement our campus security and ultimately the safety of our campus, students and staff. Nonetheless, all of these measures do not take away our concern and the need for continually addressing the potential threat of a major event. As a part of our FY' 20 budget proposal, we have requested \$65,000 for an SRO.

B. RECORDS MANAGEMENT

Question 4. Is the agency current with transferring records, including electronic ones, to the Department of Archives and History? If not, why?

- Agency Personnel Responsible - Mr. Wayne McRant

Yes.

Question 5. 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?

- Agency Personnel Responsible - Mr. Wayne McRant

Wil Lou Gray has adopted the SC Department of Archives and History Retention/Disposition schedule for records management, effective November 1, 2018.

- WLGO Board Minutes from 1957 to present.

II. AGENCY HISTORY, LEGAL DIRECTIVES, AND ORGANIZATIONAL STRUCTURE

A. HISTORY

Wil Lou Gray devoted her career to the eradication of illiteracy in South Carolina during a career that spanned eight decades, and it is by virtue of this work that she is today recognized as a pioneer in the field of adult education. **Her landmark achievement was the establishment of the South Carolina Opportunity School in 1947, an institution that in 1976 became known as the Wil Lou Gray Opportunity School.** “*Why Stop Learning?*” is the simple motto inscribed on the gates of the school, and although adult education is no longer the school’s focus, today it functions within the state educational system to assist at-risk teenagers in completing high school.

Dr. Gray was a powerhouse of ideas, an energetic advocate of social justice and a passionate South Carolinian. Born and raised in Laurens, South Carolina, Gray attended Columbia College and began her teaching career in 1903 at Jones School in Greenwood, South Carolina. After completing a Master of Arts in Political Science from Columbia University in 1911, she assumed the role of Supervisor of Rural Schools in Laurens County for the South Carolina Department of Education. Here in 1915 she started the first rural night school program in the state to provide elementary instruction in reading, writing and arithmetic to illiterate adults in the community. The statewide acclaim she earned for this work led to an appointment as the field secretary for the Illiteracy Commission of South Carolina during World War I. In January of 1919 the General Assembly made permanent her position, and she served as Supervisor of Adult Schools for the South Carolina Department of Education from 1919 until her retirement in 1947 when she became the director of the South Carolina Opportunity School on land given to her by the state. From this position of leadership, Gray cultivated adult education from an obscure idea few people knew anything about to a tax-funded division of the state educational system. “She contributed a tremendous amount to this state, particularly in adult education,” said former South Carolina Superintendent of Education Charlie Williams, “The basic program we have today had its beginning with her.”

The milestone event in Gray’s career was the creation of the opportunity school in 1921. The opportunity school was a four-week vacation boarding camp held in late summer that provided instruction in reading, writing, arithmetic, domestic arts, health education, etiquette and citizenship to illiterate and semi-literate adults. Gray developed this unique, adult-centered summer school at a time when there were limited public options for adults to

acquire a formal education in South Carolina. The first opportunity school summer program enrolled white women only, but by 1923 included men, and by 1931, black and white male and female students. Between 1921 and 1947 numerous state colleges hosted summer opportunity schools including Anderson, Lander, Erskine and Clemson, where camps for white men and women were consolidated in 1931. Though segregated by race, the opportunity schools by 1931 were not segregated by gender. Men and women attended school together at Clemson and in Seneca where a concurrent opportunity school for black adults opened at the Seneca Institute in Seneca, South Carolina. Both the black and white opportunity schools used common educational testing and training materials, and the success of the Seneca program served as a precedent for the establishment of subsequent opportunity schools for African American adults held at Voorhees School and Junior College (Episcopal- later Voorhees Normal and Industrial College) in Denmark, South Carolina from 1934 to 1937. In 1938 and in conjunction with the Works Progress Administration, a summer camp was held at Benedict College with 72 black students in attendance. In 1947 the state endorsed the creation of a year-round opportunity school, The South Carolina Opportunity School, and Gray served as the director until her retirement a decade later.

She died in 1984 at the age of one hundred. In an epitaph marking the event Governor Riley proclaimed, "During her 100 years on earth, she dealt with other people's problems day by day, hour by hour, and person by person... I wish she had lived to be 200." As a testament to her century of public service, The Wil Lou Gray Opportunity School in West Columbia bears her name, and her portrait hangs in the South Carolina State House gallery beside African American educator Mary McLeod Bethune. An admirer of Gray wrote, "If ever anyone has reason to ascend the stairway at the Capitol...he will pass a portrait of this lady. Pause a moment and look into the face of greatness."

Author/Professor: Mary MacDonald Ogden, PhD

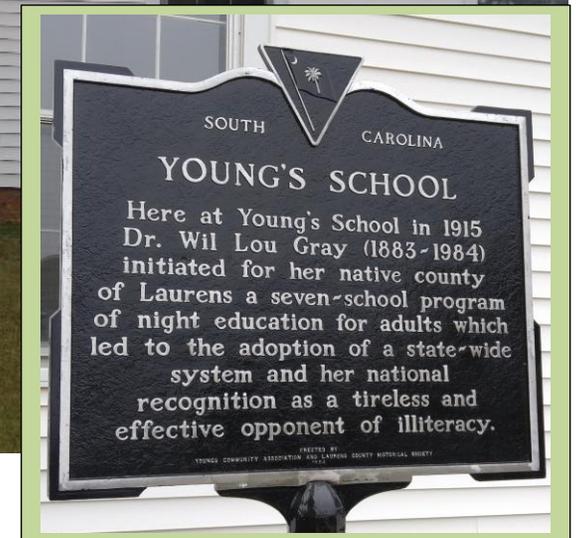
Dr. Ogden is the great, great niece of Dr. Wil Lou Gray.

WHITE HOUSE RECEPTION BY PRESIDENT HOOVER FOR SOUTH CAROLINA NIGHT SCHOOL
PILGRIMAGE, WASHINGTON DC, MAY 3, 1930



Dr. Gray appears to the left of President Hoover, who is located in the center of the picture.

YOUNG'S SCHOOL IN LAURENS COUNTY, NEAR GRAY COURT, WHERE DR. GRAY
BEGAN HER NIGHT SCHOOL EDUCATION FOR ADULTS IN 1915.

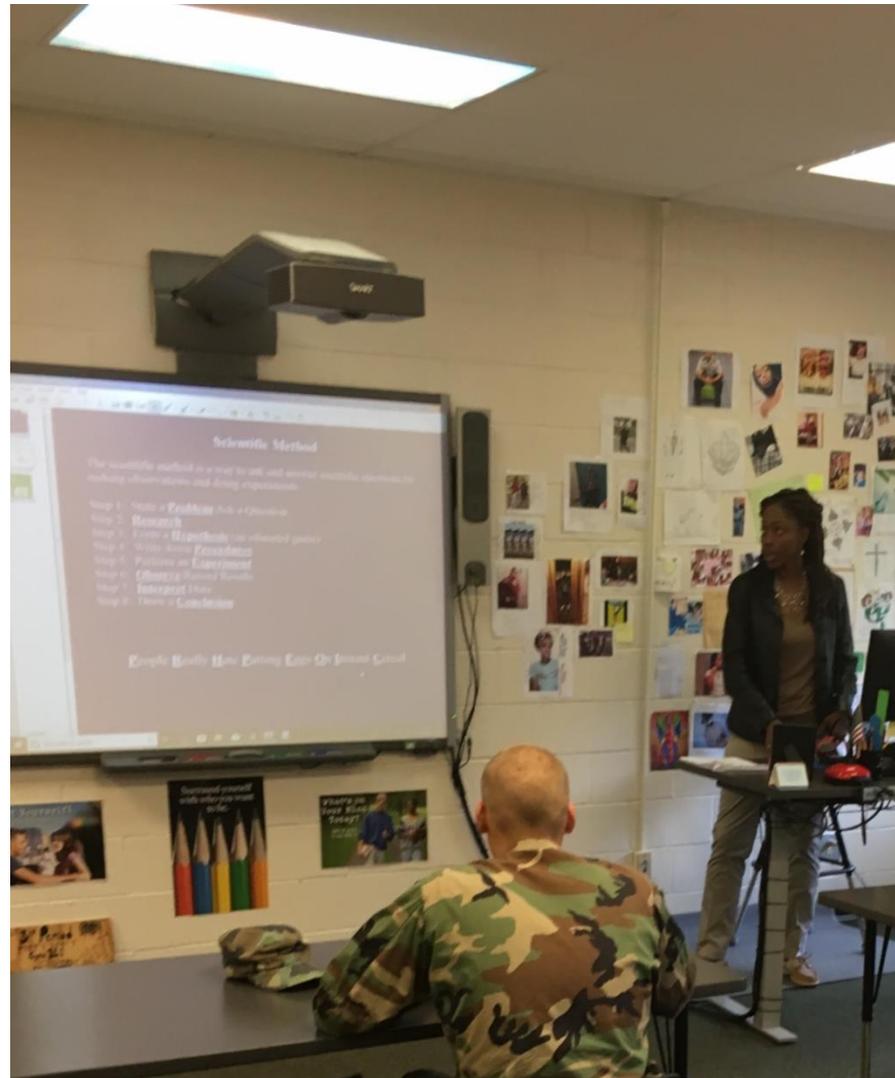


OUR MODERN CAMPUS IN
WEST COLUMBIA, SC





Gymnasium



Science Class



Media Arts Center



Media Arts Class



Dorm Day Room

Question 6. Please provide the major events history of the agency by year, from its origin to the present. Include the names of each director with the year the director started and major events.

- Agency Personnel Responsible - Mr. Pat G. Smith

• August 2, 1921-1957

○ **Founder/Director - Dr. Wil Lou Gray**

The Opportunity School opened (in Tamassee) as an experiment in adult education for women and girls. The curriculum at that time included the basic tools of learning supplemented with an emphasis on health, good manners, civics, domestic science, and arts and crafts.

- **1923-1931:** The Opportunity School rotated between Anderson, Erskine, and Lander Colleges.
- **1931-1942:** The school relocated to Clemson College.
- **1942:** The state implemented the high school testing service and two Opportunity School students were the first to earn high school certificates.
- **1943-1944:** The Opportunity School returned to Lander.
- **1945:** The Opportunity School relocated to Columbia College.
- **1946:** The legislature granted a request by the SCDOE for an appropriation to operate the Opportunity School year-round on 998 acres and with 200+ buildings of the de-activated Columbia Army Air Base by quit claim deed for the joint use of the Opportunity School and the Trade School (Now Midlands Technical College) for a ten-year trial period.
- **January 2, 1947:** First session at this now-permanent location.
- **1956:** Property released by the federal government to the SCBCB who then allocated 107 acres for the Opportunity School campus.
- **1957:** By legislation, the WLGOS declared a body politic under the careful management oversight of a Board of Trustees. Dr. Gray conceived the school's current motto, "Why Stop Learning?"

• 1957-1958

○ **Director - Mr. Thomas Del Watkins**

- By legislative act, the South Carolina Opportunity School was declared a body politic and placed under the management of a Board of Trustees and became an agency of state government.
- The Federal Government released 998.3 acres, formerly the Columbia Army Air Base for utilization by the school.

• 1958-1961

○ **Director - Mr. Jesse Sullivan Agnew**

- Advocated for the planning to begin replacing the former military buildings.
- Farm manager was hired to fully utilize the vast acreage.

• 1961-1968

○ **Director - Mr. William Tertius Lander, Jr.**

- Extensive building campaign to replace aging, military facilities.
 - Construction begins for new campus buildings replacing the Columbia Army Airbase structures.
- **1968-1971**
 - **Director - Mr. Micajah Pickett Caskey**
 - Continuation of the modern building campaign resulting from the sudden death of the former director.
- **1971-1980**
 - **Director - Dr. Truett Willis**
 - Instituted modern academic Unit of Credit core curriculum.
 - Completion of construction of the modern campus buildings.
 - The South Carolina Opportunity School is renamed the Wil Lou Gray Opportunity School.
- **1980-1982**
 - **Director - Mr. Salvatore A. Fede**
 - School trended to a more vocational school.
- **1983-1988**
 - **Director - Dr. Sam F. Drew, Jr.**
 - Instituted continuum of care environment.
 - Dr. Wil Lou Gray passes away at 100 years of age (August 29, 1883 to March 10, 1984).
 - Dr. Gray's portrait is hung in the State Capitol – House of Representatives Staircase (Only the third woman whose portrait hangs in the Capitol).
- **1988-1997**
 - **Director - Dr. Mary Catherine Norwood**
 - Implemented a standard educational model.
- **1997-Present**
 - **Director - Mr. Pat G. Smith**
 - The Wil Lou Gray Opportunity School begins a quasi-military style, GED program.
 - Introduction of successful 14-week GED curriculum with quasi-military residential structure; significant student progress levels.
 - Recipient Palmetto Gold Award past decade.
 - VR and MTC successful collaborations.
 - Integration campus-wide modern technologies. Kindle Readers, iPads, and Smart Board Technology in each classroom available for each student. Promethean table added to the school's media center.
 - Campus-wide installation key card/camera security system.
 - Award-winning JROTC drill team.
 - Service Learning Program implementation.
 - Marketing and media campaigns to expand agency outreach and ensure diversification.
 - Admissions streamlined and computerized.
 - Website launched.
 - Top 5 producer in the Palmetto State of successful GED graduates.

- Student academic and healthcare records now installed in a secure computer system to expedite and improve student services.
- Organization reconfigured to guarantee internal communication and improved output.
- Complete modernization of and energy-efficient installations for buildings/grounds/amenities.

B. GOVERNING BODY

Question 7. Please provide information about the body that governs the agency, if any, and to whom the agency head reports. Explain what the agency’s enabling statute outlines about the agency’s governing body (e.g., board, commission, etc.), including, but not limited to: total number of individuals in the body; whether the individuals are elected or appointed; who elects or appoints the individuals; the length of term for each individual; whether there are any limitations on the total number of terms an individual can serve; whether there are any limitations on the number of consecutive terms an individual can serve; duties of the governing body and any other requirements or nuances about the body which the agency believes is relevant to understanding how it and the agency operate. If the governing body operates differently than outlined in statute, please describe the differences.

- Agency Personnel Responsible - Mr. Pat G. Smith

Chapter 51, Title 59 of the 1976 Code: The Wil Lou Gray Opportunity School is under the management and control of a board of twelve trustees, all of whom are elected by the General Assembly. The twelve trustees must be citizens of the State who are interested in the aims and ambitions of the school. Members of the board shall serve for terms of four years and until their successors are elected and qualify. The board shall elect a chairman and a vice chairman. In case a vacancy occurs on the board for any reason other than expiration of a term when the General Assembly is not in session, the Governor may fill it by appointment until the next session of the General Assembly, at which time a successor must be elected for the remainder of the unexpired term. Elections to fill vacancies which are caused for any reason other than expiration of a term may be held earlier than the first day of April of the year the vacancy is filled. A quorum of the board is seven members."

The names of the 12 individuals currently serving on the governing body, date elected/appointed and term number:

1. Mrs. Doris Adams	Elected July 2012	2 nd Term, 2016
2. Dr. Earle Bennett	Elected July 2006	4 th Term, 2015
3. Ms. Deborah Blalock	Elected July 2015	1 st Term, 2015
4. Mr. Robert Collar	Elected July 2015	1 st Term, 2015
5. Mr. Stewart Cooner (Vice-Chairman)	Elected July 2005	4 th Term, 2017
6. Mr. Bryan England	Elected July 2000	5 th Term, 2016
7. Mr. Thomas Hamilton	Elected July 2010	3 rd Term, 2018
8. Mr. Russell Hart (Chairman)	Elected July 1994	7 th Term, 2017
9. Ms. Angela Hanyak	Elected July 2017	1 st Term, 2017
10. Mr. Michael Moss	Elected July 2018	1 st Term, 2018
11. Ms. Marilyn Edwards Taylor	Elected July 2006	4 th Term, 2018
12. Mr. Reginald Thomas	Elected July 2016	1 st Term, 2016

C. INTERNAL AUDIT AND/OR OTHER RISK MITIGATION PRACTICES

Question 8. Please provide information about the agency's internal audit process and/or other risk mitigation positions or practices, including: applicable agency positions; a copy of the policy or charter; the date the agency first started performing audits or other risk mitigation practices; the general subject matters audited or for which there are risk mitigation practices; the position of the person who makes the decision of when an internal audit or risk mitigation review is conducted; whether internal auditors or other agency personnel conduct an agency-wide risk assessment routinely; whether internal auditors or other agency personnel routinely evaluate the agency's performance measurement and improvement systems; the total number of audits or reviews performed in the last five fiscal years; and the date of the most recent Peer Review or Self-Assessment by the SC State Internal Auditors Association or other entity (if other entity, name of that entity), if any.

- Agency Personnel Responsible – Mrs. Melissa Thurstin
- Agency Personnel Responsible – Mr. Charlie Abbott

The School does not have a dedicated internal audit department. However, staff members perform reviews of processes throughout the year. These staff members report potential findings to the School's director. The separation of duties has been implemented via SCEIS and follows Section 11-35-1230 of the South Carolina Code of Laws.

Periodic reviews are conducted covering fixed assets, expenditures, procurements, human resources and other areas as necessary. The Director of Finance and Human Resources reviews expenditures to monitor assets purchased and not properly classified, ensure compliance with State Laws, Rules and Regulations and proper account classification. This position is also responsible for reviewing position descriptions to ensure compliance with Federal Laws, Rules and Regulations and other Human Resource transactions for proper documentation. The Director of Operations is responsible for reviewing procurements to ensure that the items received match the items ordered. Additionally, the Director of Operations is responsible for ensuring compliance with the Consolidated Procurement Code. Accordingly, the School does a thorough internal review of all processes, in addition to annual audits conducted by the State Auditor's Office and an annual review by the Division of State Human Resources, to supplant a dedicated internal audit staff.

D. LAWS

Please refer to the Legal Standards Chart in The Wil Lou Gray Opportunity School 2017-2018 Accountability Report

E. DELIVERABLES

Question 9. Deliverables Chart.

- Agency Personnel Responsible – Mr. Pat G. Smith
- Agency Personnel Responsible – Mrs. Sarah Russell
- Agency Personnel Responsible – Mrs. Lattice Glenn
- Agency Personnel Responsible – Mr. Scott Gaines
- Agency Personnel Responsible – Ms. Diane McNinch

Deliverables

(Study Step 1: Agency Legal Directives, Plan and Resources)

Agency Responding	Wil Lou Gray Opportunity
Date of Submission	19-Nov-18

Item #	Deliverable (See Guidelines)	Applicable Laws	Is deliverable provided because... A) Specifically REQUIRED by law (must or shall); B) Specifically ALLOWED by law (may); or C) Not specifically mentioned in law, but PROVIDED TO ACHIEVE the requirements of the applicable law	Optional - Service or Product component(s) (List actions needed to provide the deliverable OR if deliverable is too broad to complete the remaining columns, list, on separate rows, each product/service associated with the deliverable for which the agency can complete the remaining columns)	Associated Organizational Unit	Does the agency evaluate the outcome obtained by customers / individuals who receive the service or product (on an individual or aggregate basis?)	Does the agency know the annual # of potential customers?	Does the agency know the annual # of customers served?	Does the agency evaluate customer satisfaction?	Does the agency know the cost it incurs, per unit, to provide the service or product?	Does the law allow the agency to charge for the service or product?	Additional comments from agency (Optional)
1	Serve as an alterative school cooperating with other agencies and organizations	S.C. Code Ann. §59-51-20	Require		WLGOS	Yes	Yes	Yes	Yes	Yes	Yes	
1A		S.C. Code Ann. §59-51-20	Require	Provide training for persons interested in continuing their elementary or high school education with emphasis on personal development, vocational efficiency and effective citizenship.	WLGOS Academic, Admissions, Administrative and Counseling Departments.	Yes	Yes	Yes	Yes	Yes	Yes	
1B		S.C. Code Ann. §59-51-20	Require	Cooperate with the Vocational Rehabilitation Department in providing personal and social adjustments for persons with disabilities.	WLGOS Academic and Counseling Department	No	No	Yes	Yes	Yes	No	
1C		S.C. Code Ann. §59-51-20	Require	Disseminate information concerning practices that have proven to be effective in working with its students.	WLGOS Academic, Admissions, Administrative and Counseling Departments.	Yes	Yes	Yes	Yes	Yes	No	
2	Incorporate into its program, services for students ages fifteen and over who are deemed truant.	State Proviso 5.1	Require		WLGOS Academic and Counseling Department	Yes	Yes	Yes	Yes	Yes	Yes	

Deliverables

(Study Step 1: Agency Legal Directives, Plan and Resources)

Agency Responding	Wil Lou Gray Opportunity
Date of Submission	19-Nov-18

Item #	Deliverable (See Guidelines)	Applicable Laws	Is deliverable provided because...	Optional - Service or Product component(s)	Associated Organizational Unit	Does the agency evaluate the outcome obtained by customers / individuals who receive the service or product (on an individual or aggregate basis?)	Does the agency know the annual # of potential customers?	Does the agency know the annual # of customers served?	Does the agency evaluate customer satisfaction?	Does the agency know the cost it incurs, per unit, to provide the service or product?	Does the law allow the agency to charge for the service or product?	Additional comments from agency (Optional)
2A		State Proviso 5.1	Require	Cooperate with the Department of Juvenile Justice, the Family Courts, and School districts to encourage the removal of truant students when they can be appropriately served by the Opportunity School's program..	WLGOS Academic, Admissions, Administrative and Counseling Departments.	Yes	No	Yes	Yes	Yes	Yes	
3	Provide General Education Development (GED) testing to students that are sixteen years of age and unable to remain enrolled due to the necessity of immediate employment or enrollment in post-secondary education.	Proviso 5.2	Require		WLGOS Academic Department	Yes	Yes	Yes	Yes	Yes	Yes	
4	Utilize funds received from the Department of Education for vocational equipment on educational program initiatives.	Proviso 5.5	Require		WLGOS Administrative and Academic Departments.	Yes	Yes	Yes	Yes	Yes	No	
5	The Director shall prescribe the courses of study and make all rules and regulations for the government of the school, within board policy, and is responsible for its operation and management within the limitations of appropriations provided by the General Assembly.	S.C. Code Ann. §59-51-50	Require		Support Services and Residential Services	No	No	Yes	No	Yes	No	

Deliverables

(Study Step 1: Agency Legal Directives, Plan and Resources)

Agency Responding	Wil Lou Gray Opportunity
Date of Submission	19-Nov-18

Item #	Deliverable (See Guidelines)	Applicable Laws	Is deliverable provided because...	Optional - Service or Product component(s)	Associated Organizational Unit	Does the agency evaluate the outcome obtained by customers / individuals who receive the service or product (on an individual or aggregate basis?)	Does the agency know the annual # of potential customers?	Does the agency know the annual # of customers served?	Does the agency evaluate customer satisfaction?	Does the agency know the cost it incurs, per unit, to provide the service or product?	Does the law allow the agency to charge for the service or product?	Additional comments from agency (Optional)
6	To enable the Wil Lou Gray Opportunity School to inform dropouts of the school's academic and vocational training programs, the school is authorized to contact the attendance supervisors or principals at the various high schools or school districts of this State at reasonable intervals for the purpose of receiving access to the names and addresses of students reported by the supervisors and principals to be dropouts, and the attendance supervisors and principals must supply this information to the Wil Lou Gray Opportunity School.	S.C. Code Ann. §59-65-470	Allow		WLGOS Academic, Admissions, Administrative and Counseling Departments.	No	Yes	No	No	Yes	No	

Question 10. Deliverables – Potential Harms Chart.

- Agency Personnel Responsible – Mr. Pat G. Smith
- Agency Personnel Responsible – Mr. Scott Gaines

Deliverables - Potential Harms
(Study Step 1: Agency Legal Directives, Plan and Resources)

Agency Responding	Wil Lou Gray Opportunity School
Date of Submission	19-Nov-18

Item #	Deliverable	Optional - Service or Product component(s)	Greatest potential harm to the public if deliverable is not provided (See Guidelines)	1-3 recommendations to the General Assembly, other than \$ and providing the deliverable, for how the General Assembly can help avoid the greatest potential harm (See Guidelines)	Other state agencies whose mission the deliverable may fit within
1	Serve as an alternative school cooperating with other agencies and organizations	0	Truant and drop-out students would not have the opportunity for an adult education and potentially fall short of becoming productive citizens.	1.Continue Adult Education GED Program 2.Work with districts who do not have an adult education program. 3.	SC Department of Education, SC Department of Employment and Workforce, John de la Howe School and Vocational Rehabilitation Department.
1A		Provide training for persons interested in continuing their elementary or high school education with emphasis on personal development, vocational efficiency and effective citizenship.	The under-educated citizens of South Carolina would not have the opportunity to complete their education, gain job-skills training or become productive citizens.	1.Continue Adult Education GED Program 2.Provide work force training 3.Provide technology training	SC Department of Education, SC Department of Employment and Workforce, John de la Howe School and Vocational Rehabilitation Department.
1B		Cooperate with the Vocational Rehabilitation Department in providing personal and social adjustments for persons with disabilities.	Students who qualify for Vocational Rehabilitation services would not have the opportunity to receive job skills training necessary to obtain employment within the realm of their abilities.	1.Ensure employability assessments 2.Ensure appropriate soft skills training 3.Workforce training opportunities	Vocational Rehabilitation Department.
1C		Disseminate information concerning practices that have proven to be effective in working with its students.	Truant and drop-out students would not have the opportunity for an adult education and potentially fall short of becoming productive citizens.	1.Continue Adult Education GED Program 2.Work with districts adult education programs who may benefit from Wil Lou Gray Opportunity School. 3.	SC Department of Education, SC Department of Employment and Workforce, John de la Howe School and Vocational Rehabilitation Department.
2	Incorporate into its program, services for students ages fifteen and over who are deemed truant.	0	Truant and drop-out students would not have the opportunity for an adult education and potentially fall short of becoming productive citizens.	1.Continue Adult Education GED Program 2.Continue mandatory age of attendance to the end of the 16th birth year. 3.	SC Department of Education, SC Department of Employment and Workforce, John de la Howe School and Vocational Rehabilitation Department.
2B		Cooperate with the Department of Juvenile Justice, the Family Courts, and School districts to encourage the removal of truant students when they can be appropriately served by the Opportunity School's program..	Truant and drop-out students would not have the opportunity for an adult education and potentially fall short of becoming productive citizens.	1.Continue Adult Education GED Program 2.Continue restrictions on Driver's License for students who become truant before the end of their 16th birth year and in special programs like ours. 3.	SC Department of Education.
3	Provide General Education Development (GED) testing to students that are sixteen years of age and unable to remain enrolled due to the necessity of immediate employment or enrollment in post-secondary education.	0	Truant and drop-out students would not have the opportunity for an adult education and potentially fall short of becoming productive citizens.	1.Continue Adult Education GED Program 2.Continue WLGS Proviso 5.2 to allow GED testing for students 16 years of age. 3.	SC Department of Education.
4	Utilize funds received from the Department of Education for vocational equipment on educational program initiatives.	0	Students would not have access to employability training and equipment for acquisition of new job skills.	1.Ensure work skills training 2.Ensure students have access to latest technology 3.Offer career-specific classes	Vocational Rehabilitation Department.
5	The Director shall prescribe the courses of study and make all rules and regulations for the government of the school, within board policy, and is responsible for its operation and management within the limitations of appropriations provided by the General Assembly.	0	Students would not have safe and modern facilities to reside.	1. 2. 3.	John de la Howe and South Carolina School for the Deaf and Blind.

Deliverables - Potential Harms
 (Study Step 1: Agency Legal Directives, Plan and Resources)

Agency Responding	Wil Lou Gray Opportunity School
Date of Submission	19-Nov-18

Item #	Deliverable	Optional - Service or Product component(s)	Greatest potential harm to the public if deliverable is not provided (See Guidelines)	1-3 recommendations to the General Assembly, other than \$ and providing the deliverable, for how the General Assembly can help avoid the greatest potential harm (See Guidelines)	Other state agencies whose mission the deliverable may fit within
6	To enable the Wil Lou Gray Opportunity School to inform dropouts of the school's academic and vocational training programs, the school is authorized to contact the attendance supervisors or principals at the various high schools or school districts of this State at reasonable intervals for the purpose of receiving access to the names and addresses of students reported by the supervisors and principals to be dropouts, and the attendance supervisors and principals must supply this information to the Wil Lou Gray Opportunity School.	0	Truant and drop-out students would not have the opportunity for an adult education and potentially fall short of becoming productive citizens.	<ol style="list-style-type: none"> 1. Encourage all school districts to inform students of Wil Lou Gray Opportunity School if truant or in need of the program. 2. Mandate all school districts to share names of drop-out students with Wil Lou Gray Opportunity School. 3. 	SC Department of Education, SC Department of Employment and Workforce, John de la Howe School and Vocational Rehabilitation Department.

F. ORGANIZATIONAL UNITS

Question 11. Organizational Units Chart.

- Agency Personnel Responsible – Ms. Theresa Trowell
- Agency Personnel Responsible – Mrs. Melissa Thurstin

Organizational Units

(Study Step 1: Agency Legal Directives, Plan and Resources)

Agency Responding	Wil Lou Gray Opportunity School
Date of Submission	11/19/2018

Did the agency make efforts to obtain information from employees leaving the agency (e.g., exit interview, survey, evaluation, etc.)? (Y/N)	2015-16: Yes, Exit Survey 2016-17: Yes, Exit Survey 2017-18: Yes, Exit Survey
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Organizational Unit	Purpose of Organizational Unit	Year	Average Number of Employees in the organizational unit (see Guidelines for how to calculate)	Turnover Rate in the organizational unit	Did the agency evaluate and track employee satisfaction in the organizational unit?	Did the agency allow for anonymous feedback from employees in the organizational unit?	Did any of the jobs in the organizational unit require a certification (e.g., teaching, medical, accounting, etc.)?	If yes, in the previous column, did the agency pay for, or provide in-house, classes/instruction/etc. needed to maintain all, some, or none of the required certifications?
Administration	Support all sections with Agency Leadership, Finance, Budgeting and Human Resources	2015-16	6	0.00%	YES	NO		
		2016-17	6	0.00%	YES	NO		
		2017-18	6.58	15.00%	YES	NO		
Admissions	Review and interview all applicants for compliance with the Admissions profile. Track	2015-16	2	0.00%	YES	NO		
		2016-17	2	50.00%	YES	NO		
		2017-18	3	0.00%	YES	NO		
Academics	Core GED classes, Testing Services, Vocational Education, Media Specialist, Guidance	2015-16	21.67	0.00%	YES	NO	YES	YES, ALL
		2016-17	20.67	5.00%	YES	NO	YES	YES, ALL
		2017-18	20.83	5.00%	YES	NO	YES	YES, ALL
Medical	Provide Health Services including Counseling and Nursing	2015-16	12.67	63.00%	YES	NO	YES	YES, ALL
		2016-17	10.65	65.00%	YES	NO	YES	YES, ALL
		2017-18	9.92	40.00%	YES	NO	YES	YES, ALL
Residential Services	Extracurricula Activities, Student Mentoring and Oversight; Support the mission by working	2015-16	41.5	43.00%	YES	NO		
		2016-17	41	25.00%	YES	NO		
		2017-18	41.92	25.00%	YES	NO		
Support Services	Support all sections with Procurement, Cafeteria, and Maintenance of all facilities	2015-16	14.75	7.00%	YES	NO		
		2016-17	14.92	7.00%	YES	NO		
		2017-18	14.83	61.00%	YES	NO		
Information Technology	Provide Support for all departments to ensure that network systems are	2015-16	2	0.00%	YES	NO		
		2016-17	2.83	0.00%	YES	NO		
		2017-18	3	0.00%	YES	NO		

III. AGENCY RESOURCES AND STRATEGIC PLAN

Question 12. Comprehensive Strategic Finances Chart.

- Agency Personnel Responsible – Mrs. Melissa Thurstin

- A. REVENUE SOURCES
- B. REVENUE LAST YEAR
- C. WHERE REVENUE APPEARS IN SCEIS
- D. CASH BALANCES AT THE START OF THE YEAR
- E. WHERE REVENUE IS LOCATED IN THE GENERAL APPROPRIATIONS ACT
- F. AMOUNTS AGENCY IS ALLOWED TO SPEND
- G. HOW AGENCY TRACKS SPENDING
- H. AMOUNT SPENT TOWARD AGENCY'S COMPREHENSIVE STRATEGIC PLAN
- I. AMOUNT NOT SPENT TOWARD AGENCY'S COMPREHENSIVE STRATEGIC PLAN
- J. AMOUNT AGENCY IS ALLOWED TO SPEND THAT REMAINS AT THE END OF THE YEAR

Comprehensive Strategic Finances
(Study Step 1: Agency Legal Directives, Plan and Resources)

Agency Responding	Wil Lou Gray Opportunity School
Date of Submission	November 19, 2018

If the agency feels additional explanation of data provided in any of the sections below would assist those reading the document in better understanding the data please add a row under the applicable section, label it "Additional Notes," and enter the additional explanation.

Fiscal Year 2017-18

Line #	START OF YEAR FINANCIAL RESOURCES AVAILABLE (2017-18)	Note 1	GENERAL FUND	EARMARKED	EARMARKED	RESTRICTED	FEDERAL	
	Revenue (generated or received) sources		Total	10010000	30000000	30000000	40000000	40000000
1A	Revenue (generated or received) Source (do not combine recurring with one-time and please list the sources deposited in the same SCEIS Fund in consecutive columns)		N/A					
2A	Recurring or one-time?		N/A	Recurring	Recurring	Non-Recurring	Recurring	Recurring
3A	State, Federal, or Other?		N/A	State	Other	State	State	State
3A-2	Organizational Unit (or all agency) that generated or received the money		N/A	All Agency	All Agency			
3A-3	Indicate whether revenue is generated (by agency through sale of deliverables or application for grants) or received (from state or set federal matching formula)?		N/A		Sale of Deliverables and Reimbursements	Capital Reserve Fund Other State Sources	Received from SC Dept of Education (NOTE 2)	Federal Subgrantor
4A	Does this money remain with the agency or go to the General Fund?		N/A	GENERAL FUND	AGENCY	AGENCY		AGENCY
	Revenue (generated or received) last year		Total					
5A	Total generated or received by June 30, 2017 (end of 2016-17)	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -
	Where revenue (generated or received) appears in SCEIS		Total					
6A	SCEIS Fund # (Expendable Level - 8 digit) (full set of financials available for each through SCEIS); same Fund may be in multiple columns if multiple funding sources are deposited into it		N/A					
7A	SCEIS Fund Description		N/A	General	Earmarked	Earmarked	Restricted	Federal
	Cash balances at start of the year - (Cash balance for each Source of Fund should be entered only once and appear in the column where the Source of Fund is first listed)		Total					
8A-2	Cash balance at the end of 2015-16	\$	3,417,357	\$ 524,658	\$ 1,190,771	\$ 768,645	\$ 640,951	\$ 292,332
8A-3	Change in cash balance during 2016-17	\$	255,057	\$ (90,564)	\$ (25,227)	\$ 316,440	\$ 39,024	\$ 15,384
8A	Total cash balance as of July 1, 2017 (start of 2017-18)	\$	3,672,414	\$ 434,095	\$ 1,165,544	\$ 1,085,085	\$ 679,975	\$ 307,716

RESOURCES AGENCY IS ALLOWED TO USE (2017-18)

	General Appropriations Act Programs		Total					
9A	State Funded Program #		N/A					
10A	State Funded Program Description in the General Appropriations Act		N/A					
	Amounts Appropriated and Authorized (i.e. allowed to spend)		Total					
	<i>Note: Appropriations and authorizations are based on cash available and amounts estimated to receive during the year</i>							
11A	Amounts appropriated, and amounts authorized, to the agency for 2016-17 that were not spent AND the agency can spend in 2017-18	\$	1,519,180	\$ 434,095	\$ -	\$ 1,085,085	\$ -	\$ -
12A	2017-18 Appropriations & Authorizations to agency (start of year)	\$	7,400,807	\$ 6,175,486	\$ 950,321	\$ -	\$ 35,000	\$ 240,000
13A	Total allowed to spend at START of 2017-18	\$	8,919,987	\$ 6,609,581	\$ 950,321	\$ 1,085,085	\$ 35,000	\$ 240,000
14A	2017-18 Appropriations & Authorizations to agency (during the year)	\$	743,180	\$ 1,797	\$ -	\$ 90,000	\$ 651,383	\$ -
15A	Total allowed to spend by END of 2017-18	\$	9,663,167	\$ 6,611,378	\$ 950,321	\$ 1,175,085	\$ 686,383	\$ 240,000
	Percentage of total funds allowed to spend (will auto-calculate)		100.00%	68.42%	9.83%	12.16%	7.10%	3.63%

HOW RESOURCES ARE UTILIZED (2017-18)

	How Spending is Tracked		Total					
16A	Database(s) through which expenditures are tracked		N/A	SCEIS	SCEIS	SCEIS	SCEIS	
	Summary of Resources Available		Total					

Comprehensive Strategic Finances
 (Study Step 1: Agency Legal Directives, Plan and Resources)

Agency Responding		Wil Lou Gray Opportunity School					
Date of Submission		November 19, 2018					
17A	Source of Funds	N/A	0	0	0	0	0
18A	If source of funds is multi-year grant, # of years, including this year, remaining	N/A					
19A	External restrictions (from state/federal government, grant issuer, etc.), if any, on use of funds	N/A					
20A	State Funded Program Description in the General Appropriations Act	N/A	0	0	0	0	0
21A	Total Appropriated and Authorized (i.e. allowed to spend) by the end of 2016-17	\$ 9,663,167	\$ 6,611,378	\$ 950,321	\$ 1,175,085	\$ 686,383	\$ 240,000
Toward Agency's 2017-18 Comprehensive Strategic Plan (By Strategy)							
Goal 1: Provide productive educational services to students between the ages of 16 and 19.							
Strategy 1.1: Maintain and evaluate testing outcomes annually							
	Objective 1.1.1 Monitor and Evaluate GED Results to determine Instructional Methods Adaption	\$ 766,237	\$ 607,593	\$ 23,433	\$ 123,764	\$ 11,447	
	Objective 1.1.2 Monitor and Evaluate Math TABE results to determine Instructional Methods Adaption	\$ 766,239	\$ 607,593	\$ 23,433	\$ 123,765	\$ 11,448	
	Objective 1.1.3 Monitor and Evaluate ELA TABE results to determine Instructional Methods Adaption	\$ 766,237	\$ 607,592	\$ 23,434	\$ 123,764	\$ 11,447	
	Objective 1.1.4 Provide effective special needs educational services in compliance with Federal/State Laws, Rules and Regulations	\$ 766,239	\$ 607,593	\$ 23,433	\$ 123,765	\$ 11,448	
	Objective 1.1.5 Provide WorkKeys Assessment and Vocational Education to ensure work readiness of students.	\$ 766,239	\$ 607,593	\$ 23,434	\$ 123,765	\$ 11,447	
Strategy 1.2: Evaluate customer outreach upon graduation							
	Objective 1.2.1 Monitor student success through graduate survey	\$ 531,965	\$ 514,671	\$ 5,847		\$ 11,447	
Goal 2: Enroll and retain student population for each 14-week session							
Strategy 2.1: Increase student enrollment through enhance marketing techniques							
	Objective 2.1.1: Monitor student application origin	\$ 531,965	\$ 514,671	\$ 5,847		\$ 11,447	
	Objective 2.1.2: Monitor counties receiving services	\$ 531,965	\$ 514,671	\$ 5,847		\$ 11,447	
Strategy 2.2: Monitor and retain student enrollment through admissions profiling							
	Objective 2.2.1: Detailed tracking of student enrollment	\$ 531,965	\$ 514,671	\$ 5,847		\$ 11,447	
	Objective 2.2.2: Provide counseling services to all students	\$ 1,052,615	\$ 994,043	\$ 10,441	\$ 36,684	\$ 11,447	
		\$ 7,011,665					
22A	Total spent toward Strategic Plan	\$ 7,011,665	\$ 6,090,691	\$ 150,995	\$ -	\$ 655,507	\$ 114,472
22A-2	Prior to receiving these report guidelines, did the agency have a comprehensive strategic plan? (enter Yes or No after the question mark in this cell)	Yes					
23A	Spent/Transferred not toward Agency's Comprehensive Strategic Plan	Total					
	CampusWide Paving	\$ 179,885	\$ -	\$ -	\$ 179,885	\$ -	\$ -
	Dayroom for Dorm	\$ 358,945	\$ -	\$ -	\$ 358,945	\$ -	\$ -
	Cafeteria, Shower Room and Auditorium Renovations	\$ 473,382	\$ -	\$ -	\$ 473,382	\$ -	\$ -
24A	Total not toward Strategic Plan in 2017-18	\$ 1,012,212	\$ -	\$ -	\$ 1,012,212	\$ -	\$ -
END OF YEAR AMOUNT REMAINING (2017-18)							
Appropriations and Authorizations remaining at end of year							
25A	Source of Funds	N/A	0	0	0	0	0
26A	Recurring or one-time?	N/A	Recurring	Recurring	Non-Recurring	Recurring	Recurring
27A	State, Federal, or Other?	N/A	State	Other	State	State	State
28A	State Funded Program Description in the General Appropriations Act	N/A	0	0	0	0	0
29A	Total allowed to spend by END of 2017-18	\$ 9,663,167	\$ 6,611,378	\$ 950,321	\$ 1,175,085	\$ 686,383	\$ 240,000
30A	(minus) Spent to Achieve Agency's Comprehensive Strategic Plan	\$ 7,011,665	\$ 6,090,691	\$ 150,995	\$ -	\$ 655,507	\$ 114,472
31A	(minus) Spending/Transferring agency does not control	\$ 1,012,212	\$ -	\$ -	\$ 1,012,212	\$ -	\$ -
32A	Appropriations and authorizations remaining from 2017-18	\$ 1,639,290	\$ 520,687	\$ 799,326	\$ 162,873	\$ 30,876	\$ 125,528

Comprehensive Strategic Finances
(Study Step 1: Agency Legal Directives, Plan and Resources)

Agency Responding	Wil Lou Gray Opportunity School
Date of Submission	November 19, 2018
Fiscal Year 2018-19	

Line # START OF YEAR FINANCIAL RESOURCES AVAILABLE (2018-19)

Revenue (generated or received) sources		Total	Source #1	Source #2	Source #3	Source #4	Source #4
1B	Revenue (generated or received) Source (do not combine recurring with one-time and please list the sources deposited in the same SCEIS Fund in consecutive columns)	N/A	0	0	0	0	0
2B	Recurring or one-time?	N/A	Recurring	Recurring	Non-Recurring	Recurring	Recurring
3B	State, Federal, or Other?	N/A	State	Other	State	State	State
3B-2	Organizational Unit (or all agency) that generated or received the money	N/A	All Agency	All Agency	0	0	0
3B-3	Indicate whether revenue is generated (by agency through sale of deliverables or application for grants) or received (from state or set federal matching formula)?	N/A	0	Sale of Deliverables and Reimbursements	Capital Reserve Fund Other State Sources	Received from SC Dept of Education (NOTE 2)	Federal Subgrantor
4B	Does this money remain with the agency or go to the General Fund?	N/A	GENERAL FUND	AGENCY	AGENCY	Return to	AGENCY
Revenue (generated or received) last year		Total					
5B	Total generated or received by June 30, 2018 (end of 2017-18)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Where revenue (generated or received) appears in SCEIS		Total					
6B	SCEIS Fund # (Expendable Level - 8 digit) (full set of financials available for each through SCEIS); same Fund may be in multiple columns if multiple funding sources are deposited into it	N/A	0	0	0	0	0
7B	SCEIS Fund Description	N/A	General	Earmarked	Earmarked	Restricted	Federal
Cash balances at start of the year - (Cash balance for each Source of Fund should be entered only once and appear in the column where the Source of Fund is first listed)		Total					
8B-2	Cash balance at the end of 2016-17	\$ 3,762,415	\$ 434,095	\$ 1,165,544	\$ 1,175,085	\$ 679,975	\$ 307,716
8B-3	Change in cash balance during 2017-18	\$ (836,335)	\$ 86,592	\$ 69,728	\$ (1,012,212)	\$ 12,366	\$ 7,191
8B	Total cash balance as of July 1, 2018 (start of 2018-19)	\$ 2,926,080	\$ 520,687	\$ 1,235,272	\$ 162,873	\$ 692,341	\$ 314,907

RESOURCES AGENCY IS ALLOWED TO USE (2018-19)

General Appropriations Act Programs		Total					
9B	State Funded Program #	N/A	0	0	0	0	0
10B	State Funded Program Description in the General Appropriations Act	N/A	0	0	0	0	0
Amounts Appropriated and Authorized (i.e. allowed to spend)		Total					
11B	Amounts appropriated, and amounts authorized, to the agency for 2017-18 that were not spent AND the agency can spend in 2018-19	\$ 718,560	\$ 520,687	\$ -	\$ 162,873	\$ 35,000	\$ -
12B	2018-19 Appropriations & Authorizations to agency (start of year)	\$ 7,417,626	\$ 6,227,305	\$ 950,321	\$ -	\$ -	\$ 240,000
13B	Total allowed to spend at START of 2018-19	\$ 8,136,186	\$ 6,747,992	\$ 950,321	\$ 162,873	\$ 35,000	\$ 240,000
14B	2018-19 Appropriations & Authorizations to agency (during the year) (BUDGETED)	\$ 790,909	\$ 108,911	\$ -	\$ -	\$ 681,998	\$ -
15B	Total allowed to spend by END of 2018-19	\$ 8,927,095	\$ 6,856,903	\$ 950,321	\$ 162,873	\$ 716,998	\$ 240,000
	Percentage of total funds allowed to spend	100.00%	76.81%	10.65%	1.82%	8.03%	3.50%

HOW RESOURCES ARE UTILIZED (2018-19)

How Spending is Tracked		Total					
16B	Database(s) through which expenditures are tracked	N/A	SCEIS	SCEIS	SCEIS	SCEIS	0
Summary of Resources Available		Total					
17B	Source of Funds	N/A	0	0	0	0	0
18B	If source of funds is multi-year grant, # of years, including this year, remaining	N/A					
19B	External restrictions (from state/federal government, grant issuer, etc.), if any, on use of funds	N/A	0	0	0	0	0
20B	State Funded Program Description in the General Appropriations Act	N/A	0	0	0	0	0
21B	Total Appropriated and Authorized (i.e. allowed to spend) by the end of 2018-19	\$ 8,927,095	\$ 6,856,903	\$ 950,321	\$ 162,873	\$ 716,998	\$ 240,000

Comprehensive Strategic Finances
(Study Step 1: Agency Legal Directives, Plan and Resources)

Agency Responding		Wil Lou Gray Opportunity School													
Date of Submission		November 19, 2018													
Toward Agency's 2018-19 Comprehensive Strategic Plan (By Strategy)															
Goal 1: Provide productive educational services to students between the ages of 16 and 19.															
Strategy 1.1: Maintain and evaluate testing outcomes annually															
Objective 1.1.1 Monitor and Evaluate GED Results to determine Instructional Methods Adaption	\$	595,952	\$	427,518	\$	59,395	\$	85,039	\$	24,000					
Objective 1.1.2 Monitor and Evaluate Math TABE results to determine Instructional Methods Adaption	\$	595,952	\$	427,518	\$	59,395	\$	85,039	\$	24,000					
Objective 1.1.3 Monitor and Evaluate ELA TABE results to determine Instructional Methods Adaption	\$	595,952	\$	427,518	\$	59,395	\$	85,039	\$	24,000					
Objective 1.1.4 Provide effective special needs educational services in compliance with Federal/State Laws, Rules and Regulations	\$	595,952	\$	427,518	\$	59,395	\$	85,039	\$	24,000					
Objective 1.1.5 Provide WorkKeys Assessment and Vocational Education to ensure work readiness of students.	\$	595,953	\$	427,518	\$	59,395	\$	85,040	\$	24,000					
Strategy 1.2: Evaluate customer outreach upon graduation															
Objective 1.2.1 Monitor student success through graduate survey	\$	491,427	\$	408,032	\$	59,395			\$	24,000					
Goal 2: Enroll and retain student population for each 14-week session															
Strategy 2.1: Increase student enrollment through enhance marketing techniques															
Objective 2.1.1: Monitor student application origin	\$	491,427	\$	408,032	\$	59,395			\$	24,000					
Objective 2.1.2: Monitor counties receiving services	\$	491,428	\$	408,033	\$	59,395			\$	24,000					
Strategy 2.2: Monitor and retain student enrollment through admissions profiling															
Objective 2.2.1: Detailed tracking of student enrollment	\$	491,427	\$	408,032	\$	59,395			\$	24,000					
Objective 2.2.2: Provide counseling services to all students	\$	1,067,788	\$	947,709	\$	59,395	\$	36,684	\$	24,000					
Objective 2.2.3: Track student involvement in all extracurricular activities offered	\$	571,951	\$	427,517	\$	59,395	\$	85,039							
Objective 2.2.4: Monitor teacher:student ratio	\$	571,952	\$	427,518	\$	59,395	\$	85,039							
Goal 3: Maintain Human Resources standards to meet the overall mission of The Opportunity School															
Strategy 3.1: Provide quality working environment to promote healthy employee retention															
Objective 3.1.1: Monitor employee retention and longevity	\$	345,036	\$	285,641	\$	59,395									
Objective 3.1.2: Provide exit interviews to all staff	\$	345,036	\$	285,641	\$	59,395									
Strategy 3.2: Provide effective staff															
Objective 3.2.1: Maintain required certifications of teaching staff	\$	571,952	\$	427,517	\$	59,395	\$	85,040							
Objective 3.2.2: Encourage secondary education	\$	345,036	\$	285,641	\$	59,395									
Insert as many additional rows as needed to include entire strategic plan															
22B	Total spent toward Strategic Plan		\$	8,764,222	\$	6,856,903	\$	950,321	\$	-	\$	716,998	\$	240,000	
22B-2	Prior to receiving these report guidelines, did the agency have a comprehensive strategic plan? YES(enter Yes or No after the question mark in this cell)														
23B	Spent/Transferred not toward Agency's Comprehensive Strategic Plan														
		Total													
	CampusWide Paving	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
	Dayroom for Dorm	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
	Cafeteria, Shower Room and Auditorium Renovations	\$	162,873	\$	-	\$	-	\$	162,873	\$	-	\$	-	\$	-
	Insert each unrelated purpose on a separate row; add as many rows as needed	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
24B	Total not toward Strategic Plan in 2018-19		\$	162,873	\$	-	\$	-	\$	162,873	\$	-	\$	-	

END OF YEAR AMOUNT REMAINING (2018-19)

Appropriations and Authorizations remaining at end of year		Total											
25B	Source of Funds	N/A	0	0	0	0	0						
26B	Recurring or one-time?	N/A	Recurring	Recurring	Non-Recurring	Recurring	Recurring						
27B	State, Federal, or Other?	N/A	State	Other	State	State	Federal						
28B	State Funded Program Description in the General Appropriations Act	N/A	0	0	0	0	0						
29B	Total allowed to spend by END of 2018-19	\$	8,927,095	\$	6,856,903	\$	950,321	\$	162,873	\$	716,998	\$	240,000
30B	(minus) Spent to Achieve Agency's Comprehensive Strategic Plan (BUDGETED)	\$	8,764,222	\$	6,856,903	\$	950,321	\$	-	\$	716,998	\$	240,000
31B	(minus) Spent/Transferred not toward Agency's Comprehensive Strategic Plan (BUDGETED)	\$	162,873	\$	-	\$	-	\$	162,873	\$	-	\$	-
32B	Amount of appropriations and authorizations remaining (BUDGETED)	\$	(0)	\$	(0)	\$	-	\$	-	\$	-	\$	-

Comprehensive Strategic Finances

(Study Step 1: Agency Legal Directives, Plan and Resources)

Agency Responding	Wil Lou Gray Opportunity School
Date of Submission	November 19, 2018

Note 1: To arrive at the amounts in this worksheet., we had to spread certain department budgets/expenditures over multiple objectives and allocate ancillary costs over all objectives. For example, Objectives 1.1.1. through 1.1.5, we cannot separate the costs because each objective is equally important and the budgeting process is based on a departmental level. Therefore we took the expenditures for the departments involved in the objective and spread it equally over each objective. The ancillary costs include Information Technology, Operating Costs (Water, Sewer, Electricity, Garbage Service, etc.), Food Services, Maintenance of the Buildings, Oversight of the Students and Administration (Budgeting, Finance, and Human Resources)

Note 2: Funds received from Department of Education are Education Improvement Act Teacher Supplement, K-12 Technology Initiative, and Professional Development for Certified Academic Staff.

IV. PERFORMANCE

Question 13. Performance Measures Chart.

- Agency Personnel Responsible – Mr. Pat G. Smith
- Agency Personnel Responsible – Mr. Mark Ready
- Agency Personnel Responsible – Mr. Scott Gaines

Performance Measures
(Study Step 2: Performance)

Agency Responding	Wil Lou Gray Opportunity School
Date of Submission	

Types of Performance Measures:

Outcome Measure - A quantifiable indicator of the public and customer benefits from an agency's actions. Outcome measures are used to assess an agency's effectiveness in serving its key customers and in achieving its mission, goals and objectives. They are also used to direct resources to strategies with the greatest effect on the most valued outcomes. Outcome measures should be the first priority. Example - % of licensees with no violations.

Efficiency Measure - A quantifiable indicator of productivity expressed in unit costs, units of time, or other ratio-based units. Efficiency measures are used to assess the cost-efficiency, productivity, and timeliness of agency operations. Efficiency measures measure the efficient use of available resources and should be the second priority. Example - cost per inspection

Output Measure - A quantifiable indicator of the number of goods or services an agency produces. Output measures are used to assess workload and the agency's efforts to address demands. Output measures measure workload and efforts and should be the third priority. Example - # of business license applications processed.

Input/Activity Measure - Resources that contribute to the production and delivery of a service. Inputs are "what we use to do the work." They measure the factors or requests received that explain performance (i.e. explanatory). These measures should be the last priority. Example - # of license applications received

*DNE = Did not exist

Item #	Performance Measure	Type of Measure	Agency selected; Required by State; or Required by Federal	Time Applicable	Target and Actual row labels	What is agency seeking in relation to Target?	Target and Actual Results (Time Period #1)	Target and Actual Results (Time Period #2)	Target and Actual Results (Time Period #3)	Target and Actual Results (Time Period #4)	Target and Actual Results (Time Period #5 - most recent completed time period)	Target Results Time Period #6 (current time period)	Currently using, considering using in future, no longer using	Additional comments from agency (optional)
1	GED success rate	Output Measure	State government + Agency Selected	July - June	Target:	Meet or obtain higher value	129	130	140	165	165	165	Currently using	
					Actual:		125	155	192	201	194	31		
2	Monthly gains in Math TABE results.	Output Measure	Agency Selected	Trimester	Target:	Meet or obtain higher value	16	16	15	20	20	20	Currently using	*This target is not calculated until the end of each trimester.
					Actual:		16	14	18	18	18	*		
3	Monthly gains in ELA TABE results.	Output Measure	Agency Selected	Trimester	Target:	Meet or obtain higher value	19	20	20	20	20	20	Currently using	*This target is not calculated until the end of each trimester.
					Actual:		19	20	21	21	18	*		
4	Provide Special Education Services per SCDOE Laws in compliance with student's IEP or 504 plans.	Output Measure	State government	July - June	Target:	Meet exactly	100%	100%	100%	100%	100%	100%	Currently using	
					Actual:		100%	100%	100%	100%	100%	100%		
5	Successful Bronze, Gold and Platinum Workkeys Cards achieved.	Output Measure	State government + Agency Selected	July - June	Target:	Meet or obtain higher value	85%	85%	85%	85%	85%	85%	Currently using	Students who received bronze level WorkKeys Cards/Total number of students tested.
					Actual:		82%	84%	85%	85%	73%	86%		
6	Survey student success post GED graduation.	Outcome Measure	Agency Selected	July - June	Target:	Meet or obtain higher value	DNE	DNE	DNE	DNE	75%	75%	Currently using	*This percentage is not calculated until June 30, 2019. Responses of GED passers/Total GED passers.
					Actual:		DNE	DNE	DNE	DNE	62%	*		
7	Capture student referrals by applications	Input/Activity Measure	Agency Selected	July - June	Target:	Meet or obtain higher value	DNE	DNE	100%	100%	DNE	100%	Currently using	*This target is not calculated until the end of the last trimester.
					Actual:		56%	77%	85%	53%	DNE	*		
8	Counties served	Input/Activity Measure	State government + Agency Selected	July - June	Target:	Meet or obtain higher value	46	46	46	46	46	46	Currently using	* Current counties served is 25, but number isn't finalized until June 30, 2019.
					Actual:		70%	89%	93%	93%	85%	*		
9	Monitor Student enrollment	Input/Activity Measure	State government + Agency Selected	July - June	Target:	Meet exactly	349	450	420	383	383	383	Currently using	
					Actual:		342	385	431	399	354	116		
10	Provide weekly counseling services to all students.	Output Measure	State government	July - June	Target:	Meet exactly	DNE	100%	100%	100%	100%	100%	Currently using	
					Actual:		DNE	100%	100%	100%	100%	100%		

V. STRATEGIC PLAN SUMMARY

Question 14. Comprehensive Strategic Plan Summary Chart.

- Agency Personnel Responsible – Ms. Melissa Thurstin

Comprehensive Strategic Plan Summary
(Study Step 1: Agency Legal Directives, Plan and Resources; and Study Step 2: Performance)

Agency Responding	Will Lou Gray Opportunity School
Date of Submission	11/19/2018

Mission: Serve citizens of South Carolina between ages sixteen and nineteen years of age who are at risk of being retained in their grade, dropping out of school, not completing their education, not transitioning to the workforce, or truancy due to factors in their environment which impedes their ability to stay in school.
Vision: Prepare at-risk students to return to their communities equipped with learning, life skills and self worth to contribute in a meaningful way.
Legal Basis: SC Code of Laws Section 59-51-20

2017-18	
Total # of FTEs available / Total # filled at start of year	Total amount Appropriated and Authorized to Spend
Available FTEs: 98.41 Filled FTEs: 86.88 Temp/Grant: 5 Time Limited: 0 Part Time: 0	\$ 9,663,167

2018-19	
Total # of FTEs available / Total # filled at start of year	Total amount Appropriated and Authorized to Spend
Available FTEs: 98.41 Filled FTEs: 87.04 Temp/Grant: 5 Time Limited: 0 Part Time: 0	\$ 8,927,095

Amount of remaining	% of Total Available
\$ 1,639,290	16.96%

Amount remaining	% of Total Available
\$ (0)	0%

2018-2019 Comprehensive Strategic Plan Part and Description (e.g., Goal 1 - Insert Goal 1; Strategy 1.1 - Insert Strategy 1.1)	Associated Deliverable(s) (i.e., service or product)	2017-18				2018-19				Associated Performance Measures (Please ensure each performance measure is on a separate line within the cell by typing the first associated performance measure, then press "Alt + Enter," then type the next assoc. PM, the press "Alt + Enter," and continue until all associated PMs are entered)	Associated Organizational Unit(s)	Responsible Employee Name & Time staff member has been responsible for the strategy (e.g. John Doe (responsible less than 3 years) or Jane Doe (responsible more than 3 years))	Does this person have input into the budget for the strategy?	Partner(s), by segment, the agency works with to achieve the strategy (Federal Government; State Government; Local Government; Higher Education Institution; K-12 Education Institution; Private Business; Non-Profit Entity; Individual; or Other)	
		# of FTE equivalents utilized	Amount Spent (including employee salaries/wages and benefits)	% of Total Available to Spend	Associated General Appropriations Act Program(s) (If there are a number of different assoc. programs, please enter "A," then explain at the end of the chart what is included in "A")	# of FTE equivalents planned to utilize	Amount budgeted (including employee salaries/wages and benefits)	% of Total Available to Budget	Associated General Appropriations Act Program(s)						
Goal 1: Provide productive educational services to students between the ages of 16 and 19.															
Strategy 1.1: Maintain and evaluate testing outcomes annually	1, 2, 3, 4 from Deliverables Spreadsheet														
Objective 1.1.1 Monitor and Evaluate GED Results to determine Instructional Methods Adaption	1, 2, 3, 4 from Deliverables Spreadsheet	9.27	\$ 766,237	7.93%	A	5.91	\$ 595,952.00	7%	A	Track GED success rate	Academics	Richard S Gaines (responsible 12 years)	Yes	SC Department of Education, SC Department of Employment and Workforce, John de la Howe School, Lexington School District 2 and Vocational Rehabilitation Department.	A-HIIA. Academic Program II B. Vocational Education II C. Library and Prorated Share of Support Programs III. Student Services (Residential) IV. Support Services
Objective 1.1.2 Monitor and Evaluate Math TABE results to determine Instructional Methods Adaption	1, 2, 3, 4 from Deliverables Spreadsheet	9.27	\$ 766,239	7.93%	A	5.91	\$ 595,952.00	7%	A	Monitor Math TABE results	Academics	Richard S Gaines (responsible 12 years)	Yes	SC Department of Education, SC Department of Employment and Workforce, John de la Howe School, Lexington School District 2 and Vocational Rehabilitation Department.	A-HIIA. Academic Program II B. Vocational Education II C. Library and Prorated Share of Support Programs III. Student Services (Residential) IV. Support Services
Objective 1.1.3 Monitor and Evaluate ELA TABE results to determine Instructional Methods Adaption	1, 2, 3, 4 from Deliverables Spreadsheet	9.27	\$ 766,237	7.93%	A	5.91	\$ 595,952.00	7%	A	Monitor ELA TABE results	Academics	Richard S Gaines (responsible 12 years)	Yes	SC Department of Education, SC Department of Employment and Workforce, John de la Howe School, Lexington School District 2 and Vocational Rehabilitation Department.	A-HIIA. Academic Program II B. Vocational Education II C. Library and Prorated Share of Support Programs III. Student Services (Residential) IV. Support Services
Objective 1.1.4 Provide effective special needs educational services in compliance with Federal/State Laws, Rules and Regulations	1, 2, 3, 4 from Deliverables Spreadsheet	9.27	\$ 766,239	7.93%	A	5.91	\$ 595,953.00	7%	A	Provide Special Education Services	Academics	Richard S Gaines (responsible 12 years)	Yes	SC Department of Education, SC Department of Employment and Workforce, John de la Howe School, Lexington School District 2 and Vocational Rehabilitation Department.	A-HIIA. Academic Program II B. Vocational Education II C. Library and Prorated Share of Support Programs III. Student Services (Residential) IV. Support Services
Objective 1.1.5 Provide WorkKeys Assessment and Vocational Education to ensure work readiness of students.	1, 2, 3, 4 from Deliverables Spreadsheet	9.27	\$ 766,239	7.93%	A	5.91	\$ 595,953.00	7%	A	Provide Workkeys Assessment	Academics	Richard S Gaines (responsible 12 years)	Yes	SC Department of Education, SC Department of Employment and Workforce, John de la Howe School, Lexington School District 2 and Vocational Rehabilitation Department.	A-HIIA. Academic Program II B. Vocational Education II C. Library and Prorated Share of Support Programs III. Student Services (Residential) IV. Support Services
Strategy 1.2: Evaluate customer outreach upon graduation	1, 2, 3, 4 from Deliverables Spreadsheet														
Objective 1.2.1 Monitor student success through graduate survey	1, 2, 3, 4 from Deliverables Spreadsheet	7.16	\$ 531,965	5.51%	B	4.89	\$ 491,427.00	6%	B	Monitor student success post graduation	Admissions	Sarah Russell (Responsible 1 year)	Yes		B- II A. Academic Program and Prorated Share of Support Programs I. Administration III. Student Services (Residential) IV. Support Services
Goal 2: Enroll and retain student population for each 14-week session															
Strategy 2.1: Increase student enrollment through enhance marketing techniques															
Objective 2.1.1: Monitor student application origin		7.16	\$ 531,965	5.51%	B	4.89	\$ 491,427.00	6%	B	Monitor student referrals by applications	Admissions	Sarah Russell (Responsible 1 year)	Yes		B- II A. Academic Program and Prorated Share of Support Programs I. Administration III. Student Services (Residential) IV. Support Services

Comprehensive Strategic Plan Summary
(Study Step 1: Agency Legal Directives, Plan and Resources; and Study Step 2: Performance)

2018-2019 Comprehensive Strategic Plan Part and Description (e.g., Goal 1 - Insert Goal 1; Strategy 1.1 - Insert Strategy 1.1)	Associated Deliverable(s) (i.e., service or product)	2017-18			2018-19			Associated Performance Measures (Please ensure each performance measure is on a separate line within the cell by typing the first associated performance measure, then press "Alt + Enter," then type the next assoc. PM, the press "Alt + Enter," and continue until all associated PMs are entered)	Associated Organizational Unit(s)	Responsible Employee Name & Time staff member has been responsible for the strategy (e.g. John Doe (responsible less than 3 years) or Jane Doe (responsible more than 3 years))	Does this person have input into the budget for the strategy?	Partner(s), by segment, the agency works with to achieve the strategy (Federal Government; State Government; Local Government; Higher Education Institution; K-12 Education Institution; Private Business; Non-Profit Entity; Individual; or Other)		
		# of FTE equivalents utilized	Amount Spent (including employee salaries/wages and benefits)	% of Total Available to Spend	Associated General Appropriations Act Program(s) (If there are a number of different assoc. programs, please enter "A," then explain at the end of the chart what is included in "A")	# of FTE equivalents planned to utilize	Amount budgeted (including employee salaries/wages and benefits)						% of Total Available to Budget	
Objective 2.1.2: Monitor counties receiving services		7.16	\$ 531,965	5.51%	B	4.89	\$ 491,428.00	6%	B	Monitor counties served by enrolled students	Admissions	Sarah Russell (Responsible 1 year)	Yes	B-II A. Academic Program and Prorated Share of Support Programs I. Administration III. Student Services (Residential) IV. Support Services
Strategy 2.2: Monitor and retain student enrollment through admissions profile													Yes	
Objective 2.2.1: Detailed tracking of student enrollment		7.16	\$ 531,965	5.51%	B	4.89	\$ 491,427.00	6%	B	Track student enrollment	Admissions	Sarah Russell (Responsible 1 year)	Yes	B-II A. Academic Program and Prorated Share of Support Programs I. Administration III. Student Services (Residential) IV. Support Services
Objective 2.2.2: Provide counseling services to all students		11.88	\$ 1,052,615	10.89%	A	10.50	\$ 1,067,788.00	12%	A	Provide weekly counseling services to all students.	Medical	Pat G. Smith (Responsible 19 years)	Yes	Vocational Rehabilitation Department.
Objective 2.2.3: Track student involvement in all extracurricular activities offered	1, 2, 3, 4 from Deliverables Spreadsheet		N/A			5.68	\$ 571,951.00	6%	A		Academics	Richard S Gaines (responsible 12 years)	Yes	A-II A. Academic Program II B. Vocational Education II C. Library and Prorated Share of Support Programs I. Administration III. Student Services (Residential) IV. Support Services
Objective 2.2.4: Monitor teacher:student ratio	1, 2, 3, 4 from Deliverables Spreadsheet		N/A			5.68	\$ 571,952.00	6%	A		Academics	Richard S Gaines (responsible 12 years)	Yes	A-II A. Academic Program II B. Vocational Education II C. Library and Prorated Share of Support Programs I. Administration III. Student Services (Residential) IV. Support Services
Goal 3: Maintain Human Resources standards to meet the overall mission of The Opportunity School														
Strategy 3.1: Provide quality working environment to promote healthy employee retention														
Objective 3.1.1: Monitor employee retention and longevity			N/A			3.46	\$ 345,036.00	4%	C		Administration	Pat G. Smith (Responsible 19 years)	Yes	C-I. Administration and Prorated Share of Support Programs III. Student Services (Residential) IV. Support Services
Objective 3.1.2: Provide exit interviews to all staff			N/A			3.46	\$ 345,036.00	4%	C		Administration	Pat G. Smith (Responsible 19 years)	Yes	C-I. Administration and Prorated Share of Support Programs III. Student Services (Residential) IV. Support Services
Strategy 3.2: Provide effective staff														
Objective 3.2.1: Maintain required certifications of teaching staff	1, 2, 3, 4 from Deliverables Spreadsheet		N/A			5.68	\$ 571,952.00	6%	A		Academics	Richard S Gaines (responsible 12 years)	Yes	A-II A. Academic Program II B. Vocational Education II C. Library and Prorated Share of Support Programs I. Administration III. Student Services (Residential) IV. Support Services
Objective 3.2.2: Encourage secondary education			N/A			3.46	\$ 345,036.00	4%	C		Administration	Pat G. Smith (Responsible 19 years)	Yes	C-I. Administration and Prorated Share of Support Programs III. Student Services (Residential) IV. Support Services

Spent/Transferred NOT toward Agency's Comprehensive Strategic Plan	
CompassWide Paving	\$ 179,885 1.86%
Dayroom for Dorm	\$ 358,945 3.71%
Cafeteria, Shower Room and Auditorium Renovations	\$ 473,382 4.90%

	0%
	0%
162873	2%

VI. AGENCY IDEAS/RECOMMENDATIONS

A. INTERNAL CHANGES

Question 15. Please list any ideas agency representatives have for internal changes at the agency that may improve the agency's efficiency and outcomes.

- Agency Personnel Responsible – Mr. Pat G. Smith
- Agency Personnel Responsible – Mr. Scott Gaines

Under discussion and at the idea stage, is the thought of a reward/incentive program through a small monetary stipend to promote student success upon completion of their GED. The basic concept is that if a student, within 6 months of attaining their GED, chooses one of three career paths they would be eligible for the modest reward/incentive program. The basic outline of the program is as follows. A GED graduate selects one of three career paths:

- 1) Completes 90 days of continuous employment.
- 2) Completes one full semester of post-secondary education.
- 3) Successful enlistment and reporting to duty station at the end of basic training in one of the military service branches.

This concept is under development to determine the feasibility for implementation. Requiring much collaboration to shape this thought for the obvious factors of the approximate cost \$7500 to \$10,000 to incentivize the program, cost to provide staff oversight and design a follow-up mechanism to ensure eligibility and successful completion of their career option.

B. LAW CHANGES

Question 16. Please review the Legal Standards Chart in the Accountability Report and Deliverables Chart in this report to determine (a) if changes to any of the laws may lower costs or improve outcomes; or (b) if any of the laws are archaic or no longer reflect agency practices and thus needs to be updated. Afterward, list any laws the agency recommends the Committee further evaluate.

- Agency Personnel Responsible – Mr. Pat G. Smith

The Wil Lou Gray Opportunity School has no law changes to report at this time.

VII. ADDITIONAL DOCUMENTS TO SUBMIT

A. REPORTS

Question 17. Please provide an updated version of the Report and External Review Template from the Accountability Report.

- Agency Personnel Responsible – Mr. Pat G. Smith
- Agency Personnel Responsible – Ms. Theresa Trowell
- Agency Personnel Responsible – Mrs. Melissa Thurstin
- Agency Personnel Responsible – Mr. Charlie Abbott
- Agency Personnel Responsible – Mr. Scott Gaines

Agency Name: Wil Lou Gray Opportunity School

Fiscal Year 2017-2018
Accountability Report

Agency Code: H710 Section: 005

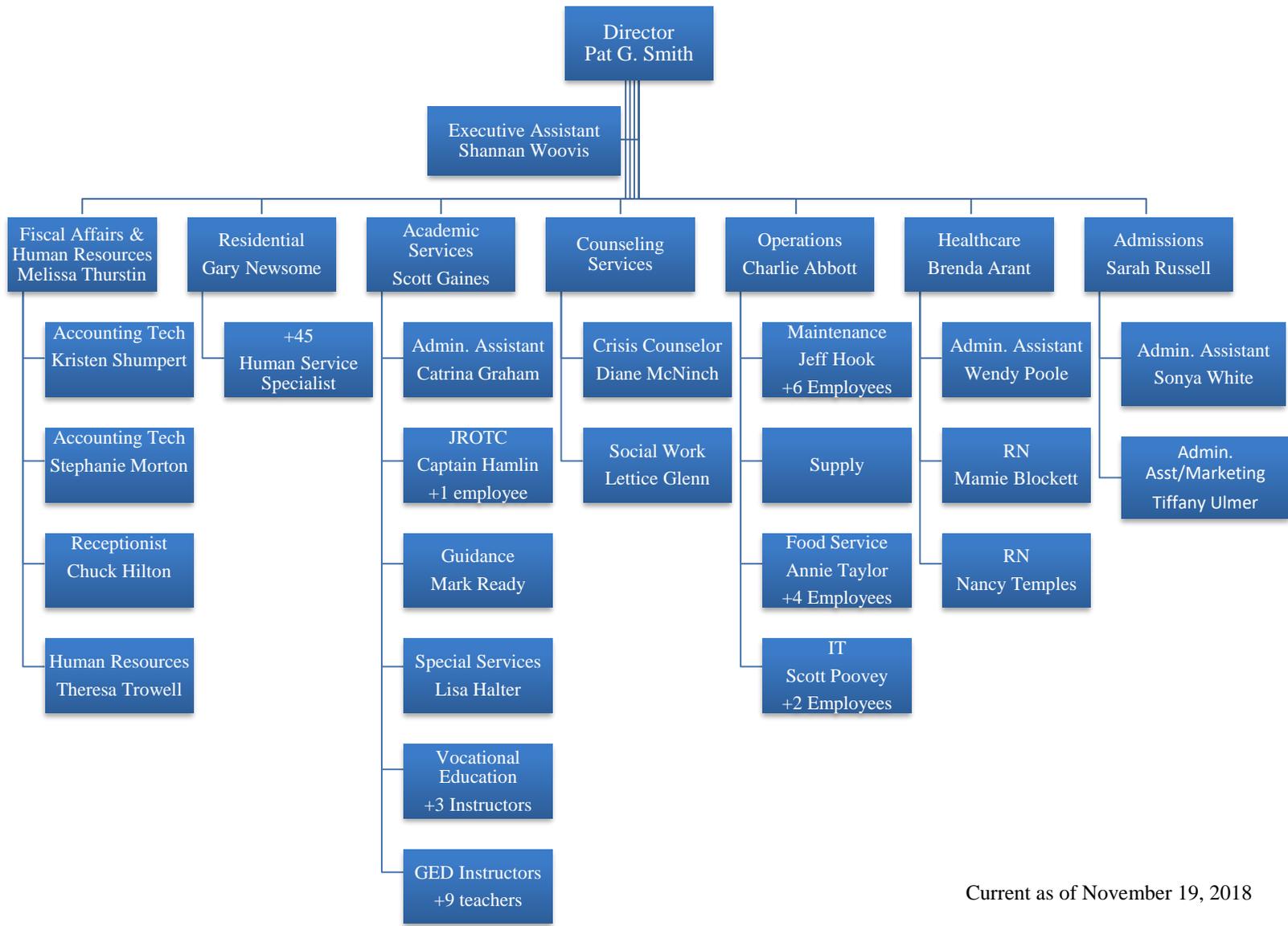
Report and External Review Template

Item	Is this a Report, Review, or both?	Report or Review Name	Name of Entity Requesting the Report or Conducting Review	Type of Entity	Reporting Frequency	Current Fiscal Year: Submission Date or Review Timeline (MM/DD/YYYY)	Summary of Information Requested in the Report or Reviewed	Method to Access the Report or Information from the Review
1	External Review and Report	Accountability Report	SC Department of Administration	State	Annually	September 22, 2018	Detailed analysis of the WLGO's budget and pertinent documents related to the overall mission and vision of the agency.	scstatehouse.gov
2	External Review and Report	Restructuring Report	House Legislative Oversight Committee	State	Annually	January 11, 2016	Overall agency summary	scstatehouse.gov
3	External Review and Report	Agency Budget Plan	Executive Budget Office, Revenue and Fiscal Affairs Office and General Assembly	State	Annually	September 18, 2018	Fiscal year budget request	scstatehouse.gov
4	External Review and Report	School Report Card	Education Oversight Committee	State	Annually	August 30, 2017	Overall school rating based on pre-determined criteria.	ed.sc.gov
5	External Review and Report	Monthly Reimbursement Claim	(SC Department of Education) USDA	Federal	Monthly	end of each month	Daily meal count.	https://scaps.cnpus.com
6	External Review and Report	WLGO's Review	Senate Education Oversight Subcommittee	State	Annually	March 1, 2016	Overall description of agency	scstatehouse.gov
7	Agency Head Evaluation							
7a	External Review and Report	Planning Documents	Agency Head Salary Commission	State	Annually	July 23, 2018	Objective and Standards required of the Agency Director.	sfaa.sc.gov
7b	External Review and Report	Evaluation Documents	Agency Head Salary Commission	State	Annually	July 16, 2018	Performance Review of the Agency Director.	sfaa.sc.gov
8	External Review and Report	Statement of Economic Interest	SC State Ethics Commission	State	Annually	March 30, 2018	Individual ethics report	ethics.sc.gov
9	External Review and Report	SC Managerial Position Description	Agency Head Salary Commission	State	Other	August 16, 2016	Position description for the Agency Head	sfaa.sc.gov
10	External Review and Report	MBE Report	Office of Minority Business	State	Quarterly	Quarterly	Summary report of expenditures with minority owned businesses	osmba.sc.gov
11	External Review and Report	Procurement Reports	SC Materials Management Office	State	Quarterly	Quarterly	Emergency sole source and unauthorized procurements	procurement.sc.gov
12	External Review and Report	Energy Use Report	SC Department of Energy	State	Annually	October 5, 2017	Report of agency energy consumption for the year	energy.sc.gov
13	External Review and Report	Capitol Improvement Plan	State Fiscal Accountability Authority	State	Annually	June 29, 2018	Construction Planning	sfaa.sc.gov
14	External Review and Report	Equal Employment Opportunity Commission	SC Human Affairs Commission	State	Annually	October 27, 2017	Report on employee demographics by race and sex	schac.sc.gov
15	External Review and Report	Bonus and Salary Supplement Report	SC Division of State Human Resources	State	Annually	Quarterly	Agency bonus and salary supplements	admin.sc.gov
16	External Review and Report	Agency Recycling Report	SC DHEC	State	Annually	August 9, 2017	Recycled material disposal	scdhec.gov
17	External Review and Report	Employee Performance Management System	Department of Administration	State	Annually	January 1, 2018	Employee Performance Analysis	admin.sc.gov
18	Special Education Reports							
18a	External Review and Report	Child Count and Environment	SC Department of Education	State	Annually	November 8, 2017	Student count and residential component discription	ed.sc.gov
18b	External Review and Report	Personnel	SC Department of Education	State	Annually	January 10, 2018	Academic Personnel	ed.sc.gov
18c	External Review and Report	Table 5- Discipline Report	SC Department of Education	State	Annually	July 3, 2018	Student Discipline	ed.sc.gov
18d	External Review and Report	Table 4-Exit Report	SC Department of Education	State	Annually	August 14, 2018	Exit review on students who graduate with high school diploma	ed.sc.gov
19	External Review and Report	Program Evaluation Report	Legislative Oversight Committee	State	Other	November 19, 2018	Complete overview of agency programs	scstatehouse.gov

B. ORGANIZATIONAL CHARTS

Question 18. Please submit the most recent agency organization chart.

- Agency Personnel Responsible – Mrs. Shannan Cone Woovis



Current as of November 19, 2018

VIII. FEEDBACK

Question 19. What other questions may help the Committee and public understand how the agency operates, budgets and performs?

- Agency Personnel Responsible – Mr. Pat G. Smith
- Agency Personnel Responsible – Mr. Charlie Abbott
- Agency Personnel Responsible – Mrs. Melissa Thurstin

At the Opportunity School, the budgeting process is used to align agency needs with annual goals. The Wil Lou Gray Opportunity School is traditionally conservative and need - based in our budget requests. As a relatively small agency which operates 24-7 with less than 100 employees, primary administrative budget requests are formulated, and then employee input is evaluated. Staff ideas and concerns are considered valuable and very relevant to each student's success. Key example - our residential staff recommended the addition of a dayroom to a dorm to improve student dorm life. Dayrooms are enjoyed by students for study, fellowship and dorm activities. Dorm life is now better with the addition to that dorm. Each budget is carefully weighed and put forth only if it is deemed to improve the administration of campus life, campus security, academic practices, healthcare and vocational skills and recreational opportunities for students.

Question 20. What are the best ways for the Committee to compare the specific results the agency obtained with the resources the agency invested?

- Agency Personnel Responsible – Mr. Pat G. Smith

According to the National Center for Higher Education and Policy Analysis (NCHEMS), a new emerging policy triangle pinpoints the clear links between Education, Economic Development and Workforce Development. South Carolina's dropouts create substantial social and economic hardships for themselves, their families, communities and the state's workforce. In 2016-2017, the SC Department of Education reported 2.4% (5,035) of the 223,647 students enrolled dropped out. SC Kids Count data indicated 7.8% of teens, ages 16-19, not working or attending school during 2012-2016. Even more significant, according to the Brookings Institution using US Census data, states like South Carolina with greater inequity have even higher dropout rates among low-income children, indicated at 28%. In 2010, South Carolina's (SC) median annual income for less than a high school diploma was \$20,152 as reported by the NCHEMS, for a high school graduate \$27,431 (an annual increase of nearly \$7,300 over the anticipated salary for a non-graduate). Using this data, a SC dropout working until the age of 65 would earn approximately \$950,000, while a graduate with a high school diploma working until the age of 65 would earn nearly \$1,300,000 during his/her lifetime (\$350,000 more than a non-graduate); with an associate's degree a graduate would realize \$1,625,000 over a lifetime, approximately \$16,000

more a year than a state dropout. Same scenario...a high school graduate with a bachelor's degree in SC would earn approximately \$1,774,000 over his/her lifetime (nearly \$800,000 more over a lifetime than a high school dropout, \$21,000 more a year). Unquestionably more high school graduates mean more jobs, more spending and investments, more tax revenue, more post-secondary degrees, less crime and decreased healthcare costs.

Question 21. What changes to the report questions, format etc., would agency representatives recommend?

- Agency Personnel Responsible – Mrs. Shannan Cone Woovis

Consideration for a joint House and Senate Evaluation Report.

Question 22. What benefits do agency representatives see in the public having access to the information in the report?

- Agency Personnel Responsible – Mr. Pat G. Smith

It provides for a deeper insight into the uniqueness of the Wil Lou Gray Opportunity School, a better more informed understanding of the agency's mission and the undereducated at-risk youth that the school serves.

Question 23. What are two-three things agency representatives could do differently next time (or it could advise other agencies to do) to complete the report in less time and at a lower cost to the agency?

Question 24. Please provide any other comments or suggestions the agency would like to provide.

Parental Consent

I/We, the Parents/Guardians of , do consent to his/her participation in the Wil Lou Gray Opportunity School, 3300 West Campus Road, West Columbia, South Carolina, during the duration of their enrollment.

I/We further authorize our student to participate in a variety of academic, athletic, fine arts and other events and activities. During these events and activities, your child may be photographed and/or interviewed by administration, or school staff, other students or news media. Information about your child may appear in newspaper articles; on television; in radio broadcasts; on displays; on the Internet; or in our school promotional pieces; including but not limited to the school or student website; brochures; fliers; awards or other recognition lists; newsletters; programs (including awards day and JROTC programs); television shows; videotapes; etc.

I/We further authorize the Wil Lou Gray Opportunity School to transport him/her to and from campus activities and medical appointments. I/we will be held liable for picking up him/her due to medical, disciplinary, pass dates or other reasons. If the Opportunity School elects to return the student home by commercial or private carrier, I/we will be responsible for the payment of the costs of such. If malicious destruction of property occurs by the student, I/we will be responsible for all costs. In compliance with law, the Opportunity School also routinely discloses directory information (name, address, telephone) to military recruiters, upon request.

I/We further more authorize participation of recreational activities provided by Wil Lou Gray Opportunity School and/or equipment to enable him/her to participate in said programs. I/we fully understand and acknowledge that recreational activities have (a) inherent risks, dangers, and hazards during all associated activities; (b) my participation in such recreational activities and use of equipment may result in injury or illness including, but not limited to bodily injury, disease, strains, fractures, partial and/or total paralysis, death or other ailments that could cause serious disabilities; (c) these risks and dangers may be caused by the negligence of employees, officers or agents of, but not limited to, Wil Lou Gray Opportunity School, the State of South Carolina; The negligence of participants, the negligence of others, accidents, breaches of contract, the forces of nature or other causes. Risks or dangers may arise from foreseeable or unforeseeable causes including, but not limited to, facilitator decision-making, terrain, weather, disease or weakness in supporting trees, hazards and dangers that are integral to recreational activities that take place outdoors or in a recreational environment, poisonous insects or reptiles; (d) by my participation in these activities and for the use of the equipment, I hereby assume all risks and dangers and all responsibility for any losses and/or damages, whether caused in whole or in part by negligence or other conduct of the owners, agents, facilitators, or employees of the Wil Lou Gray Opportunity School, or by any other person.

I/We additional understand that the Wil Lou Gray Opportunity School is a voluntary program for drug-free youth and by attending student agrees to submit to the initial and random drug testing, and I/we give permission for such testing. It is understood that a positive drug test may result in dismissal from the Wil Lou Gray Opportunity School. Female students' maybe pregnancy tested while enrolled in the Opportunity School. False information given to the Opportunity School before or during enrollment could result in dismissal of the student from the School.

Furthermore, in consideration of my (our) child/ward being allowed to attend the Wil Lou Gray Opportunity School, I/we hereby release and forever discharge the State of South Carolina, and the Wil Lou Gray Opportunity School, and the officers, agents, employees, and assigns, acting officially or otherwise, from any and all claims, demands, actions, or causes of action, and all liability arising out of my (our) child's/ward's participation.

Student Signature *type name of student*

Signature Date *mm/dd/yyyy*

Parent/Guardian Signature *type name of parent/guardian*

Signature Date *mm/dd/yyyy*