

The Wil Lou Gray Opportunity School

Host of

The Youth ChalleNge Academy

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September 13, 2002

The Honorable Jim Hodges
Governor of South Carolina
Columbia, South Carolina

Members of the General Assembly
State of South Carolina
Columbia, South Carolina

Dear Governor Hodges and Members of the General Assembly:

I have the honor to transmit herewith to you the Fiscal Year 2001 - 2002 Annual Accountability Report of the Wil Lou Gray Opportunity School. This report covers the period from July 1, 2001, to June 30, 2002.

The mission of the Opportunity School has been one that has adapted itself to meet the critical educational needs of the day. This flexibility has been our strength and has enabled us to focus on the immediate short term, as well as long range goals. Our mission as an alternative setting was adopted years ago to educate students to enhance employability and meet changing statewide needs.

Program objectives and performance measures are related to our mission of designing an individual educational plan for each student. The effectiveness of program objectives is measurable in many instances, while other successes, as in Residential Services, are not as tangible. Each measurement and objective was selected based upon the impact on student service delivery and as a means to improve the quality of that delivery.

As an agency, the Opportunity School has long been concerned with the welfare of the state's youth and the realization of their potential to contribute productively as citizens of the state of South Carolina. The school has been a cost-effective enterprise for the state throughout its history. As this report indicates, significant work is accomplished for relatively low cost. Every graduate we contribute to the workforce returns to our economy many times the investment the state has made in them through the Opportunity School. We look forward to working with you and the legislature toward another productive year in 2002 - 2003.

Respectfully submitted,



PAT G. SMITH
DIRECTOR

PGS/dws
Enclosure

ANNUAL ACCOUNTABILITY REPORT

FISCAL YEAR 2001 - 2002

“WHY STOP LEARNING?”

WIL LOU GRAY OPPORTUNITY SCHOOL
WEST CAMPUS ROAD
WEST COLUMBIA, SC 29170

PAT G. SMITH, DIRECTOR

Executive Summary

For approximately eighty years since it's founding in 1921 by the late Dr. Wil Lou Gray, the Wil Lou Gray Opportunity School has served the people of South Carolina. The agency has educated and provided vocational and life skills training to thousands of citizens of our State. Throughout that time the agency adapted its mission to meet the critical needs of the students it serves. In the early years, Dr. Gray identified the large population of farm women who missed their chance for an education when they were needed to work on farms. Later, veterans of the Second World War and the Korean War were served. In the sixties and seventies the school met the needs of many physically handicapped people. All of these efforts, though focused on different populations, had a common theme and mission - providing educational services for those who were not fully served, at the time, by the public school system.

During those years, the Opportunity School successfully answered the challenge of providing alternative academic, vocational and residential services, with a focus on "at-risk" students. The traditional priority of the Opportunity School has been to provide a high school education supplemented with vocational training in order to prepare students for employment. Our philosophy has focused on assisting those students who, for various reasons, could not benefit from the regular educational system. That philosophy as applied by Dr. Gray when she founded the School translated to a mission of meeting the needs of the large population of adult South Carolinians who had not completed high school. Today that same philosophy guides our work with young people who are not successful in the regular school system.

As our focus has followed the constant change in South Carolina's educational needs, the Wil Lou Gray Opportunity School and the South Carolina National Guard have collaborated to inaugurate the South Carolina Youth Challenge Academy. Our collaborative effort is the only Youth Challenge Academy among twenty-seven states operating outside of a military facility.

Beginning with school year 1998-1999, an exciting new partnership with the National Guard enabled South Carolina to offer "at-risk" students an innovative program of structure and academic training. The Opportunity School continues to offer traditional academic and vocational training, social and life skills improvement, and employability enhancement. The Youth Challenge Academy also offers participants a structured lifestyle with an emphasis on becoming self-reliant through a disciplined, military-style environment. The Challenge Academy is premised upon leadership, teamwork and self-discipline as taught and modeled within a quasi-military framework.

Following graduation, a very important component of the Academy is a year-long mentorship that requires the cadet to be paired with a community leader in his/her own community. Several goals accomplished by the mentoring phase are career guidance,

Executive Summary (continued)

reinforcement of Academy values, and regular tracking of the cadet's progress; whether that progress is continuing education or employment.

While the delivery method of the Wil Lou Gray Opportunity School has been reshaped, our theme of motivating the "at-risk" student into a productive, employable young adult remains unchanged. As our theme and delivery method to address the needs of South Carolina's dropouts has been reshaped, the cost to serve our current enrollment and the demand to serve more has increased. To reach our target population requires greater funding and effort to be successful. Our budget request this year, while typically conservative and based on need, strengthens our potential to reach a difficult population of under-educated South Carolinians.

Mission Statement

The Wil Lou Gray Opportunity School exists to serve those citizens of South Carolina between sixteen and eighteen years of age who are most at-risk of:

1. Being retained in their grade in school.
2. Dropping out of school and not completing their education.
3. Not making the transition from public schools to the work force.
4. Being truant from school, or whose home, school or community environment impedes rather than enhances the chance that they will stay in school and become prepared for employment.

The school provides services to these youth in a structured residential, quasi-military environment to prepare and assist them to achieve independence and employability as soon as possible.

In seeking to fulfill its mission, realizing the multiple service needs of these youths, the school provides the following types of services:

1. Compensatory Education
2. Pre-Vocational Training
3. Pre-Employment Training
4. Career Guidance and Job Placement
5. Counseling
6. Health Care
7. Life Skills
8. Self-Discipline

Enabling Statute

Section 59-51-10. Wil Lou Gray established; location. [SC ST SEC 59-51-10]

The Wil Lou Gray Opportunity School is established and must be located in Lexington County on the property formerly occupied by the Army Air Force and known as the Columbia Air Base, which property the State received by quitclaim deed in September 1947 for the joint use of the Opportunity School and the South Carolina Trade School.

Section 59-51-20. Services provided by School; duties. [SC ST SEC 59-51-20]

Annotations

The school shall:

- (1) serve as an alternative school cooperating with other agencies and organizations;
- (2) provide training for persons interested in continuing their elementary or high school education or in taking refresher courses preparatory to college, with emphasis on personal development, vocational efficiency, and effective citizenship;
- (3) disseminate information concerning practices that have proven to be effective in working with its students; and
- (4) cooperate with the vocational rehabilitation department in providing personal and social adjustment and prevocational and vocational courses for persons with disabilities.

BUDGET REQUEST FOR 2003 – 2004

Priority I: Utility Support – Recurring Cost \$250,000

Covers cost of all utilities (Water/Sewer, Trash, Electric, Gas):

Water and Sewer	\$53,900.00
Trash (Container Corp. and Landfill	12,500.00
SCE&G – Gas	90,600.00
SCE&G – Electric	<u>93,000.00</u>
Total	\$250,000.00

Priority II: Classroom Technology Support – Recurring Cost \$25,000

Covers cost of additional computers in the classroom, and maintenance on network, printers, accessories and software.

TOTAL BUDGET REQUEST \$275,000

BOND BILL

Renovation of Heat and Air Conditioning System \$3,000,000

Complete Floor Project \$250,000

TOTAL BOND BILL REQUEST \$3,250,000

Base Budget Expenditures and Appropriations

Major Budget Categories	99-00 Actual Expenditures		00-01 Actual Expenditures		01-02 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$2,277,183	\$1,912,018	\$2,350,590	\$1,955,281	\$2,433,268	\$2,007,509
Other Operating	\$1,496,572	\$996,181	\$1,351,613	\$873,734	\$1,295,498	\$695,498
Special Items	\$0	\$0	\$57,220	\$0	\$0	\$0
Permanent Improvements	\$80,913	\$0	\$1,933,322	\$0	\$0	\$0
Case Services	\$0	\$0	\$0	\$0	\$0	\$0
Distributions to Subdivisions	\$0	\$0	\$0	\$0	\$0	\$0
Fringe Benefits	\$625,845	\$525,910	\$662,917	\$550,067	\$728,380	\$603,548
Non-recurring	\$52,238	\$52,238	\$16,482	\$0	\$0	\$0
Total	\$4,532,751	\$3,486,347	\$6,372,144	\$3,379,082	\$4,457,146	\$3,306,555

Note 1: Special Items and Non-Recurring Items above – Also included in Expenditures below (99/00).

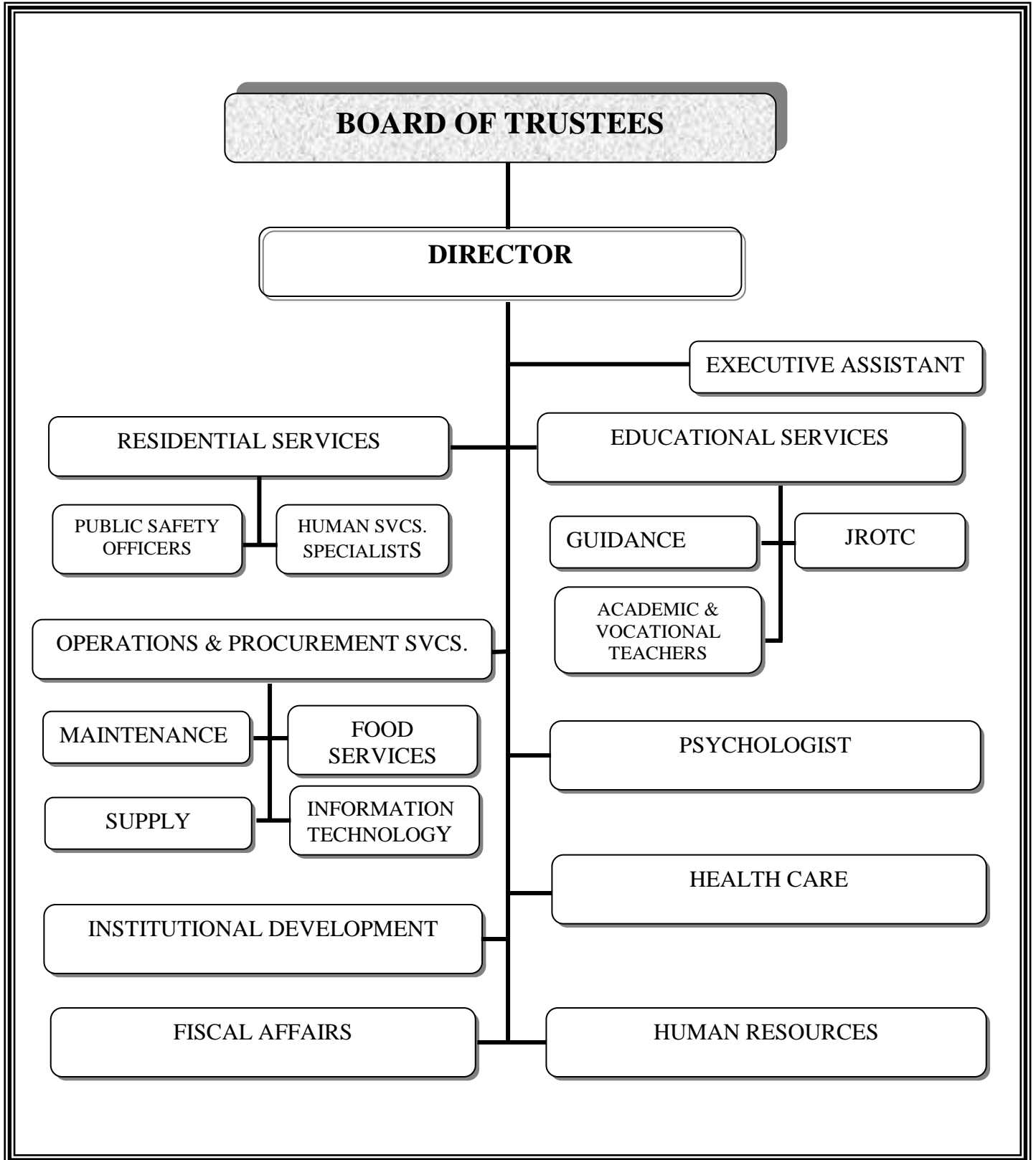
Note 2: Permanent Improvement Items above – Also included in Bond Expenditures below (00/01).

Other Expenditures

Sources of Funds	99-00 Actual Expenditures	00-01 Actual Expenditures
Supplemental Bills	\$52,235	\$0
Capital Reserve Funds	\$0	\$16,482
Bonds	\$80,913	\$1,933,322

Note 3: All figures in both charts are rounded to the nearest dollar.

**WIL LOU GRAY OPPORTUNITY SCHOOL
ORGANIZATIONAL CHART**



Leadership

The agency director, appointed by the Wil Lou Gray Opportunity School Board of Trustees serves as the chief executive officer and implements the mission as approved by the Board of Trustees. The policy-making responsibilities reside with the Board of Trustees who charts the mission and provides guidance through their policy role. Annually, the Board of Trustees convenes a retreat to define and identify strategies and goals for the school. The Board meets six times each year to receive progress reports on established goals and to adopt supporting policies.

Division directors comprise the executive staff who report to the director and provide direct leadership for each of their functional areas. They provide direct links to their respective staffs between their department and the agency director. This group of eight division directors meets weekly to discuss issues related to the day-to-day operation of the school. Through formal and informal communications and meetings, the information is disseminated throughout the agency. An informal environment is nurtured to ensure access to communication and information.

The director's door is open to all staff and students at the school as its programs and services are developed, revised and updated to better serve all constituent groups. Other informal meetings, as needed, for functional areas such as operations and program development are conducted to focus discussion on a departmental theme. Every other Friday, the director meets over lunch with the Teacher Council to review, discuss, and receive suggestions related to improvement of the academic program. This brief summary illustrates how the Opportunity School collects communication and then translates that communication into the school's values and expectations.

Strategic Planning

Each year the Wil Lou Gray Opportunity School undertakes a series of planning sessions that develops agency goals and strategies. This process considers current mission, service delivery and data measurements. The premise for this strategic planning begins with our core strengths which are: 1) a residential setting, 2) specialized counseling available, 3) alternative instructional programs that may be different than in any school, and 4) the opportunity for the student to begin in a new environment.

From these planning sessions, an annual planning process is adapted for a five-year period and is subject to annual update and progress measurement and performance. Goal areas are set at the beginning of each fiscal year, mid-year data is analyzed and year ending reporting completes the process at the Board's summer planning retreat. This plan identifies the most important programmatic and operational activities that represents the

Strategic Planning (continued)

strategies necessary to accomplish annual and long range goals. Each year the Board of Trustees adopts a new and updated strategic plan to be implemented over the next five years.

Customer Focus

Our customer focus is the students who attend the Opportunity School and their families. The Opportunity School serves a student population, sixteen to eighteen years of age, who are admitted voluntarily from every county in the state. Their success and satisfaction with the educational and residential experience while enrolled at the Opportunity School is our primary focus. To gauge and assess that satisfaction, each graduating student is given a graduate exit interview survey that solicits responses on a host of topics ranging from academics, residential, food service, recreation, and, most importantly, our staff. This instrument is used exclusively to design and implement improvement strategies in service delivery. The director frequently visits students in their dormitory rooms in the evening to gather firsthand opinions about the quality of our program.

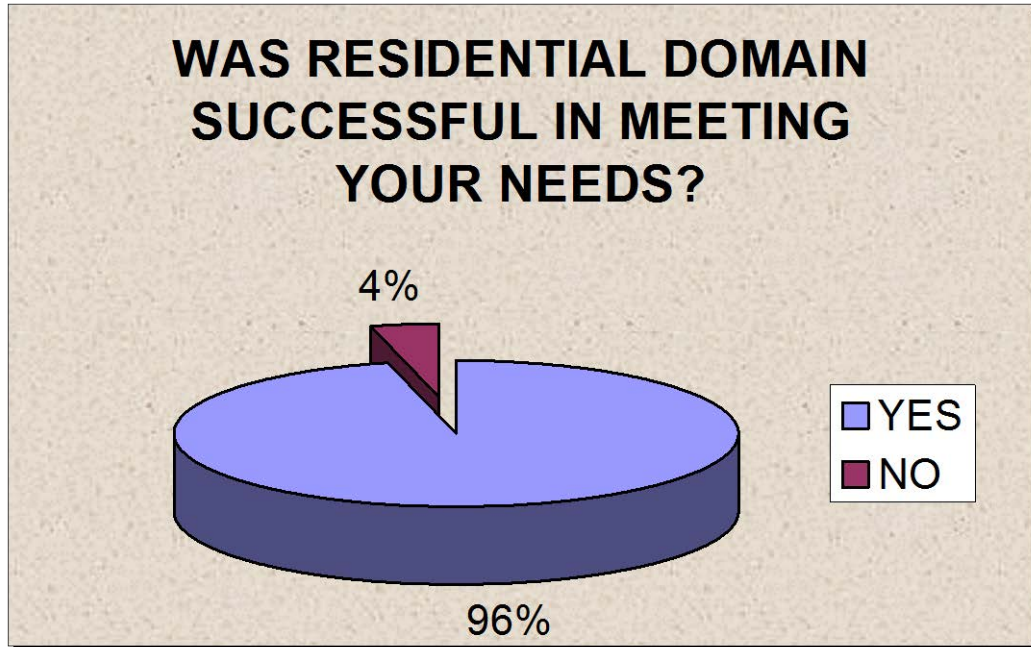
Additionally, customer input is sought on a daily basis through informal conversations with teachers, staff and the director. Each semester a Parents Day Weekend is hosted to allow parents the opportunity to meet and interact with teachers, counselors, residential staff and administration. Parents are encouraged to follow their student's class schedule and discuss his/her academic progress as well as visit their dormitory room. Also, parent conferences are arranged for the student who has a need for more individualized attention in order to be successful.

Quality is our primary focus. Therefore, in order to reach that goal, customer satisfaction and the desire to constantly seek ways to improve our services offered for the benefit of the students will always be emphasized.

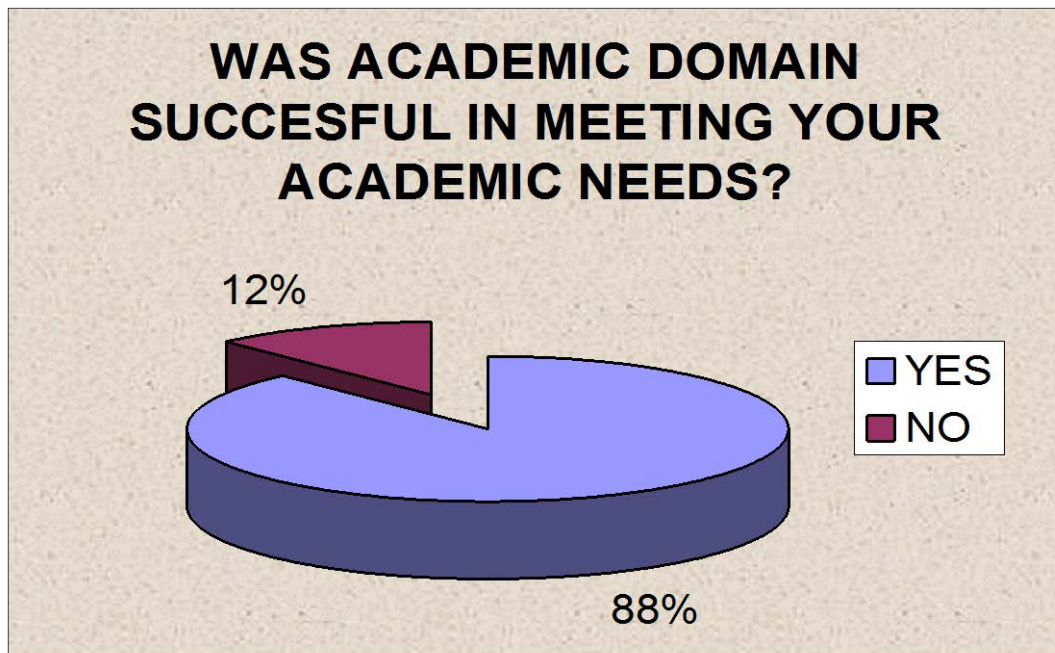
Some of the results from the survey given to the students at the end of each cycle are shown in the following graphs. The information compiled from these surveys is useful for identifying areas that may need improvement, as well as areas not needing improvement.

Graphs reflecting the reasons why students choose to enroll at Wil Lou Gray Opportunity School along with a map displaying the many counties in South Carolina that are served by the Opportunity School are included.

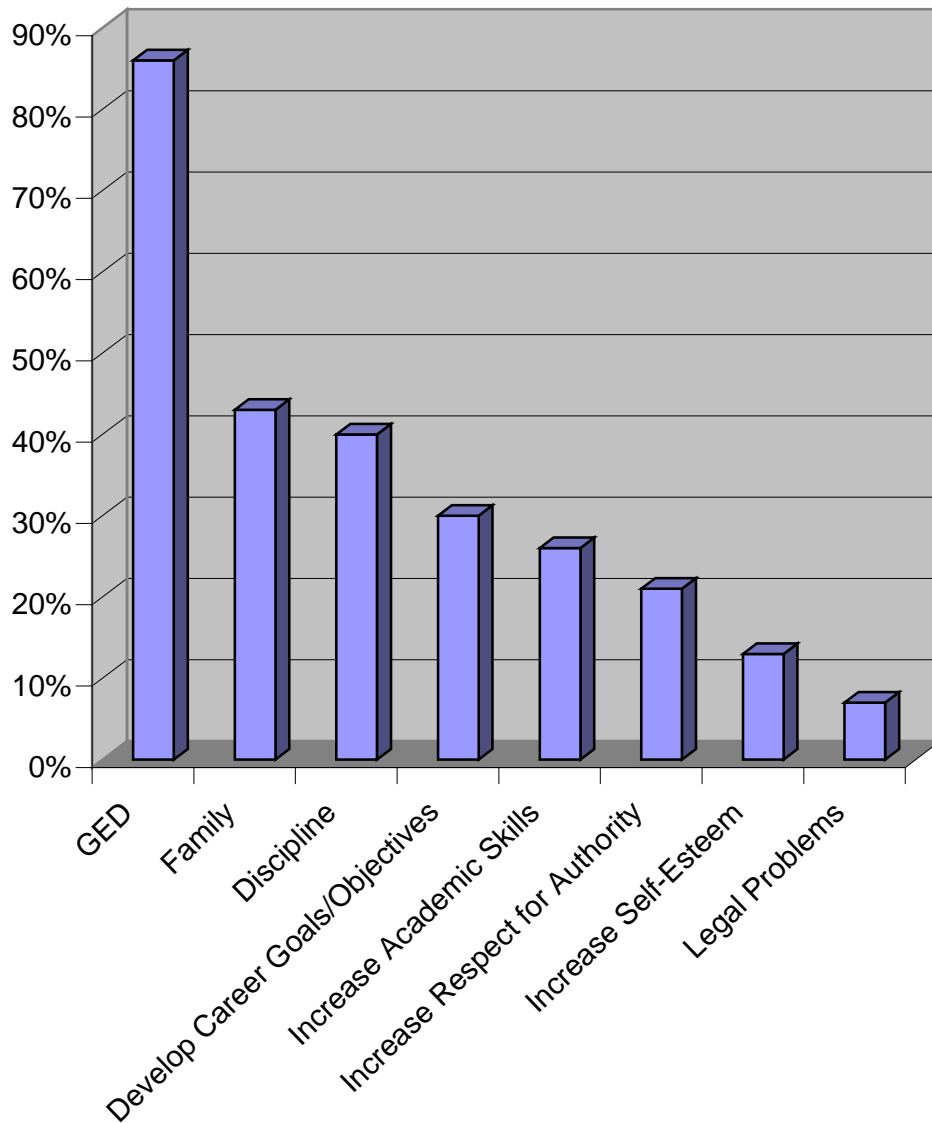
The graph below measures student satisfaction with such items as living environment, facilities and rules. As reflected below, ninety-six percent of the students were satisfied in this area.



The graph below measures student satisfaction with such items as teachers, scheduling, curriculum and materials. As reflected below, eighty-eight percent of the students were satisfied in this area.

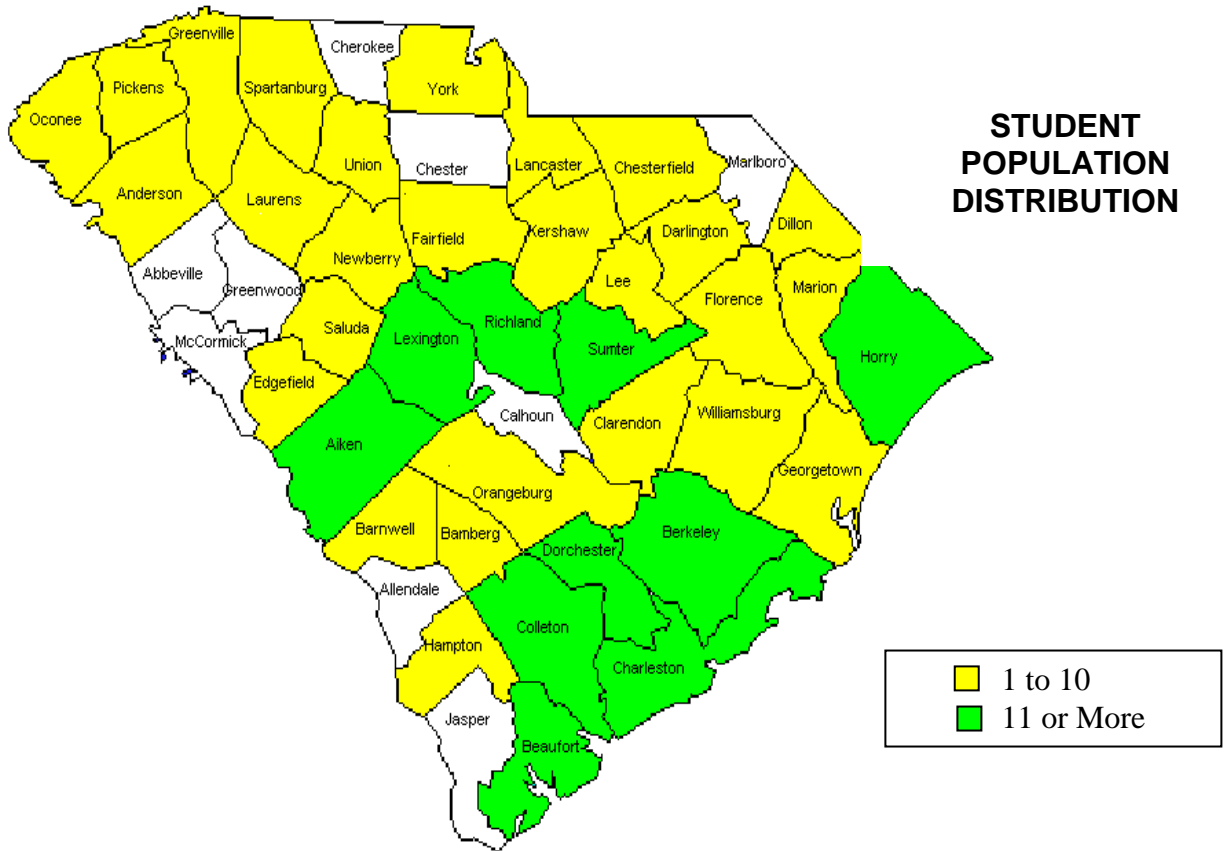


**REASON(S) FOR ENROLLING
AT THE
SOUTH CAROLINA YOUTH CHALLENGE ACADEMY
AT
WIL LOU GRAY OPPORTUNITY SCHOOL**



Note: Students could indicate more than one reason.

WIL LOU GRAY OPPORTUNITY SCHOOL ENROLLMENT BY COUNTY FOR 2001 – 2002



Abbeville	0	Dillon	3	Lexington	19
Aiken	12	Dorchester	16	Marion	1
Allendale	0	Edgefield	2	Marlboro	0
Anderson	2	Fairfield	4	McCormick	0
Bamberg	4	Florence	10	Newberry	1
Barnwell	7	Georgetown	4	Oconee	3
Beaufort	15	Greenville	8	Orangeburg	8
Berkeley	16	Greenwood	0	Pickens	2
Calhoun	0	Hampton	3	Richland	42
Charleston	24	Horry	11	Saluda	3
Cherokee	0	Jasper	0	Spartanburg	5
Chester	0	Kershaw	1	Sumter	24
Chesterfield	1	Lancaster	2	Union	1
Clarendon	3	Laurens	2	Williamsburg	10
Colleton	19	Lee	2	York	4
Darlington	2				

Information and Analysis

Information and analysis is collected and evaluated by the various functional groups as a basis for measuring and comparing trends for improvement. Student academic performance is measured by a variety of standardized tests that demonstrate and reflect individual ability. Analysis of this information results in more intensive remediation of the efficient subject areas. Test results are tracked throughout the student's attendance at the Opportunity School, and progress is determined by pre-test and post-test results. Each student is required to complete a minimum of forty hours of service learning for graduation. Each student's progress is monitored through a database to ensure completion and periodic reports are published to administrators for analysis. Student discipline history is tracked through a database and monitored daily to determine the appropriate referral. This information is used in placement and counseling decisions as an intervention strategy.

Human Resource Focus

Employee satisfaction and the employment of skilled employees who possess an enthusiasm for working with at-risk students remains our work force priority. As employee satisfaction is a key element to productivity and commitment to their work, strong emphasis is placed on employee fulfillment. An informal mentor system trains and acclimates new employees to the Opportunity School and assists them in developing their membership into their team. The employee voice is heard through our executive staff meetings and employee concerns represented by division directors. An exit survey is given to staff members leaving the employ of the Opportunity School. The results from these exit surveys guide changes for human resource recommendations. All employees are encouraged to participate in process improvement and to explore creative ways to accomplish tasks. Employee incentives are offered within human resource regulations and agency approval. Tuition assistance and flexible work schedules to increase training and help employees meet their personal responsibilities have been invaluable to building and maintaining a quality workforce. As our school motto is "Why Stop Learning?", employees are encouraged to train and retrain themselves in order to be better prepared for future workforce needs. In addition, all division directors completed the Malcolm Baldrige National Quality standards training.

Process Management

This category describes the key aspects of our organization’s process management that is geared to quality service delivery in three areas. These three areas are:

1. Student Education, Food Service, Housing

Education	Curriculum, Team Teaching/Support
Food Service	Nutrition, Variety
Housing	Dormitory Life

2. Support and Internal Support

3. Business, Suppliers

Student Education, Food Service, Housing – Our main focus this year has been on the quality of education presented and how it can be improved to reflect greater measurable results. As a school for at-risk students, the main focus of curriculum attention has been “back to the basics” with reading and math as the number one priority. While scores in both areas have not risen equally, there has been an increase in reading scores worth noting. On average, reading scores have increased by one year in five months. We have also had a marked increase in the number of students passing the GED examination.

Team teaching has also been a key element in our efforts to increase the quality of education. Teachers meet on a weekly basis to evaluate the progress of students and to explore ways to invent learning tools to excite student-learning mechanisms. Teacher evaluations of the process indicates a synergistic positive effect. Again, results in this area are reflected in the increased numbers of students passing the GED (see graph on page 28) and noticeably more positive self-esteem.

Nutritional balance is the primary focus of our food service sector. Weekly menu planning (three meals a day, seven days a week) according to USDA meal service data is a requirement to insure nutritionally balanced meals. Variety and presentation are also part of the meal planning effort in order to educate our students on the need to select nutritional food choices.

Our agency is a twenty-four hour, seven day a week school. Therefore, the after school environment also contributes to our student’s education. Supervised social interaction, community service and cultural opportunities are offered so students learn respect for self and others and contribute to their involvement in productive avenues within our society. As a measurement for success in this area we look at the community service record of our students over the last three years. Each graduating cadet completed a minimum of forty hours of community service, seventy-six percent of the cadets completed more than forty

Process Management (continued)

hours of community service with twenty-four percent completing more than sixty hours of community service.

Support and Internal Support – Wil Lou Gray consists of eighty-nine acres of campus with one hundred thousand seventy-four square feet of building space. The care of grounds and buildings is a continuous process. Coupled with this is the servicing of equipment, vehicle maintenance and the work of certified public safety officers to insure a safe campus environment for students, staff and visitors.

Internal support also consists of the processes required not only to communicate need but also to evaluate and respond the most effective, cost efficient manner. All staff are connected to this system by way of telephone/voicemail, email and/or personal request. The procedures and technology to assist each department in its request or response are in place and functioning.

Business, Suppliers – Finance and Procurement are the two areas of business that tie the need and response of the agency together. Both areas are the internal and external contacts that determine the most efficient cost effective results. The equitable allocation of funds to meet the need of each program priority coupled with the most reliable vendor resource determines outcome.

Educational Program

Program Goal:

Provide an instructional program in individualized GED labs for all students entering the program with levels, as indicated by the TABE instrument that allows them to benefit from such instruction.

Program Objectives:

Sixty percent of all students taking the GED will successfully complete the test. Seventy-five percent of all graduating cadets will achieve at least one year of progress in reading during five months of instruction as indicated by post TABE testing.

Performance Measures:

Number of days per cycle in academic instruction:	180
Cycles per academic year:	2
Minimum number of students served annually:	296
Number of professionally certified instructors:	16

Academic, Vocational and Library Programs Total Cost

State Cost	EIA Cost	Other Cost	Federal Cost	Total Cost	Unit Cost Based on 296 Students Served
\$891,154	\$386,705	\$85,336	\$0	\$1,363,194	\$4,605

Outcome:

- Seventy-nine percent of cadets administered the GED were successful.
- Seventy-seven percent of cadets completed the ChalleNGe phase.
- Nine cadets took the SAT and achieved an average score of eight hundred eighty-nine points, with three scoring over one thousand points.
- With the lowest incoming math TABE scores of all ChalleNGe programs, cadets achieved three years improvement, the third highest in the nation.

- With the fifth lowest incoming reading TABE scores of all ChalleNGe programs, cadets achieved three years improvement, tying for second in the nation.

Residential Services Program

Program Goal:

Provide all resources necessary to assure supervision, coordination of service learning, recreational activities and the positive direction of the cadet population on twenty-four hours per day, seven days per week basis.

Program Objectives:

To ensure all students who complete the program acquire the basic skills and self-discipline necessary to succeed in life. All students will complete a minimum of forty hours of community service and an Outdoor Education course. All students must meet the eight core components which consist of the following:

1. Life Coping Skills
2. Work Skills Training
3. Leadership/Followership
4. Physical Fitness
5. Academic Excellence
6. Responsible Citizenship
7. Health and Well-being
8. Community Involvement

Performance Measures (Workload Indicators):

Number of days per cycle:	156
Cycles per academic year:	2
Minimum number of students served annually:	296
Number of full-time staff members:	11
Number of part-time staff members:	3

Residential Services Program Total Cost

State Cost	EIA Cost	Other Cost	Federal Cost	Total Cost	Unit Cost Based on 296 Students Served
\$379,772	\$0	\$592	\$0	\$380,364	\$1,285

Residential Services Program (continued)

Outcome:

Admissions –

Number of prospective candidates accepted:	349
Number of prospective candidates enrolled:	296

Each graduating cadet completed a minimum of forty hours of community service, one hundred percent of the cadets completed more than forty hours of community service with forty-four percent completing more than sixty hours of community service. Each graduating cadet completed an outdoor education course, life coping skills training and met certain physical fitness standards. In addition, job readiness training was completed by each graduating cadet to enhance employability.

Psychological and Special Services Program

Program Goal:

Develop resources to facilitate the admissions process for prospective candidates and their families.

Develop resources to provide intervention to candidates/cadets, their families, and others working with the candidates/cadets enrolled at the Wil Lou Gray Opportunity School.

Program Objectives:

Admissions – Prospective candidates will be provided with information on the application process, receive any assistance needed to complete the application process and will be interviewed. Prospective candidates will be assessed using the TABE (Test of Adult Basic Education) prior to determining acceptance status. All accepted candidates are sent a letter informing them of their acceptance status no later than two weeks prior to the start of the cycle.

Special Education – IDEA regulations will be followed to determine a cadet’s eligibility for special education services.

Intervention – Staff will be informed of the procedures to request consultation for intervention. Intervention will occur within seventy-two hours following a request for consultation. Crisis intervention will occur within twenty-four hours. Candidates will be screened to determine eligibility for AOD (alcohol and other drugs) services during the pre-challenge phase. Case notes reflecting intervention provided will be completed within one week of contact with candidate/cadet.

Performance Measures (Workload Indicators):

Number of days per cycle in academic instruction:	156
Cycles per academic year:	2
Minimum number of students served annually:	296
Number of professionally certified staff members:	1

Psychological and Special Services Total Cost

State Cost	EIA Cost	Other Cost	Federal Cost	Total Cost	Unit Cost Based on 296 Students Served
\$113,724	\$34,861	\$0	\$0	\$148,585	\$502

Psychological and Special Services Program (continued)

Outcome:

Special Education –

Number of students entering program with special education classification were sixty-five. Of this group, four received their GED.

Intervention -

Two hundred ninety-six students screened for ATOD services. Seventy-four received ATOD services.

Crisis Intervention -

Referral form developed for consultation on students with suspected emotional or psychological distress.

Contract with Lexington County Community Mental Health Adolescent Services developed for school based mental health counselor.

A staff member is on call for mental health emergencies.

Health Care Services

Program Goal:

Provide resources necessary to maintain the health of each student enrolled.

Program Objectives:

- Plan appropriate health care to promote optimal performance of student.
- Implement plan to use community and private resources to meet all of student’s health needs.
- Evaluate effectiveness of all treatment plans related to student, and review as needed.
- Assess dental needs of all students and follow-up with treatments and/or referrals.
- Assess mental health concerns and refer to private or community health professionals.
- Implementation of school-based mental health services.
- Develop and implement drug urine testing program.
- Develop emergency plan to adapt to all student critical needs (diabetes, asthma, suicidal, etc.) with 911 emergency personnel as final resort.
- Develop and implement immunization program to assure that every student has appropriate immunization per DHEC schedule.

Performance Measures (Workload Indicators):

Number of days per cycle in academic instruction:	156
Cycles per academic year:	2
Minimum number of students served annually:	296

Health Care Services Total Cost

State Cost	EIA Cost	Other Cost	Federal Cost	Total Cost	Unit Cost Based on 296 Students Served
\$158,886	\$19,703	\$0	\$0	\$178,589	\$603

Health Care Services (continued)

Outcome:

- Graduating students leave the program in better physical and mental health than when entering the program as evidenced by exit physicals and signatures.
- Developed and implemented drug testing program.
- Established agreement with pharmacies to have all student prescriptions filled in a timely fashion.
- Developed emergency plan to adapt to any critical health needs of the students.
- Developed and implemented student immunization program per DHEC schedule.
- Provided necessary transportation to students for outside medical appointments one hundred percent of the time.

Facilities and Support Services

Program Goal:

To provide support services to all phases of the total school program. This includes food services, maintenance, public safety and transportation.

Program Objectives:

- To maintain a nutritious and well-balanced food services program.
- To maintain a progressive, preventive program designed to operate all equipment, buildings and grounds at optimum efficiency.
- To ensure a safe, secure campus environment.
- To provide adequate transportation vehicles in support of all departments.

Performance Measures (Workload Indicators):

Food Service: Staff of seven provides three meals daily, seven days a week. Additionally, staff provides food for special campus events such as cookouts and special meals.

Plant Maintenance: Services maintain 174,000 square feet of building space and 89 acres of campus with twelve people directed by a maintenance supervisor. This staff responds to over 500 work orders annually.

Public Safety: Two public safety officers certified by the South Carolina Justice Academy ensure safe campus environment seven days a week and the security of 23 campus buildings.

Transportation: Maintain all agency vehicles to transport students and staff to appointments. Maintain all service vehicles.

Facilities and Support Services Total Cost

State Cost	EIA Cost	Other Cost	Federal Cost	Total Cost	Unit Cost Based on 296 Students Served
\$1,213,199	\$8	\$383,586	\$75,247	\$1,672,041	\$5,649

Facilities and Support Services (continued)

Outcome:

- Reduced cost by three percent per square foot for cleaning and maintaining buildings.
- Maintained an average three days between work orders and repairs for eighty-two percent of work orders.
- Maintained a five percent reduction in fat content of meals while student and staff participation remained at current levels.
- Public safety and transportation vehicles maintained as described without negative exception.

Administration Program

Program Goal:

To maximize the mission of the Agency through the following:

Outreach: Develop initiatives to reach principals, counselors, teachers and parents who pinpoint at-risk youth who will benefit from the program conducted at the Wil Lou Gray Opportunity School. This is accomplished through presentations made state wide, literature, internet contact and a state wide television marketing program.

Admissions: Source of contact for parents or guardians of applicants, procurement of necessary documentation for furthering the admissions process, and the scheduling of interviews and testing for final acceptance into the program.

Personnel, Procurement and Accounting: To maximize and safeguard the resources of the Agency through the personnel, procurement and accounting process in conjunction with the regulations and laws of South Carolina.

Program Objectives:

- To increase awareness of the program offered by the Wil Lou Gray Opportunity School so at-risk students throughout South Carolina will benefit from the program and become aware of the opportunity available to them.
- To respond to inquiries and process applications in a timely, effective and efficient manner.
- To effectively manage and safeguard the resources of the Agency through the personnel, procurement and accounting process.

Performance Measures (Workload Indicators):

This is a continuous process with a two hundred-sixty day cycle.

Administration Program Total Cost

State Cost	EIA Cost	Other Cost	Federal Cost	Total Cost	Unit Cost Based on 296 Students Served
\$622,347	\$0	\$0	\$0	\$622,347	\$2,103

Administration Program (continued)

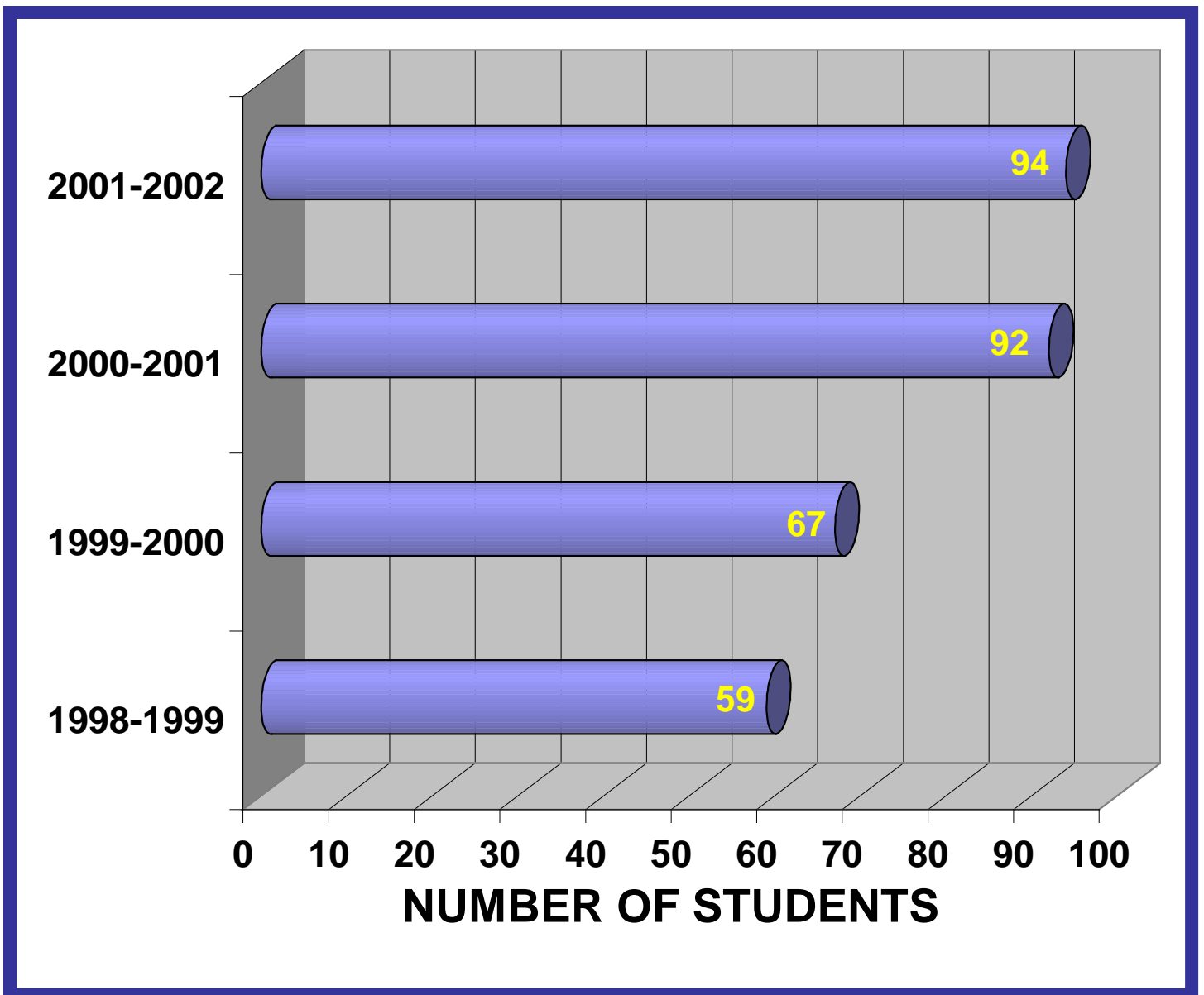
Outcome:

- Twelve group presentations to the public schools.
- Four statewide exhibits that included twenty-nine exhibit days.
- Twenty-seven campus tours were given.
- Information packets mailed to 91,000 dropouts and schools across the state.
- Post cards mailed to 5,958 school professionals with 964 mailed to state agencies.
- Mailed 828 Wil Lou Gray Award announcements.
- State and federal audits of personnel, procurement and accounting resulted in no major audit exceptions.

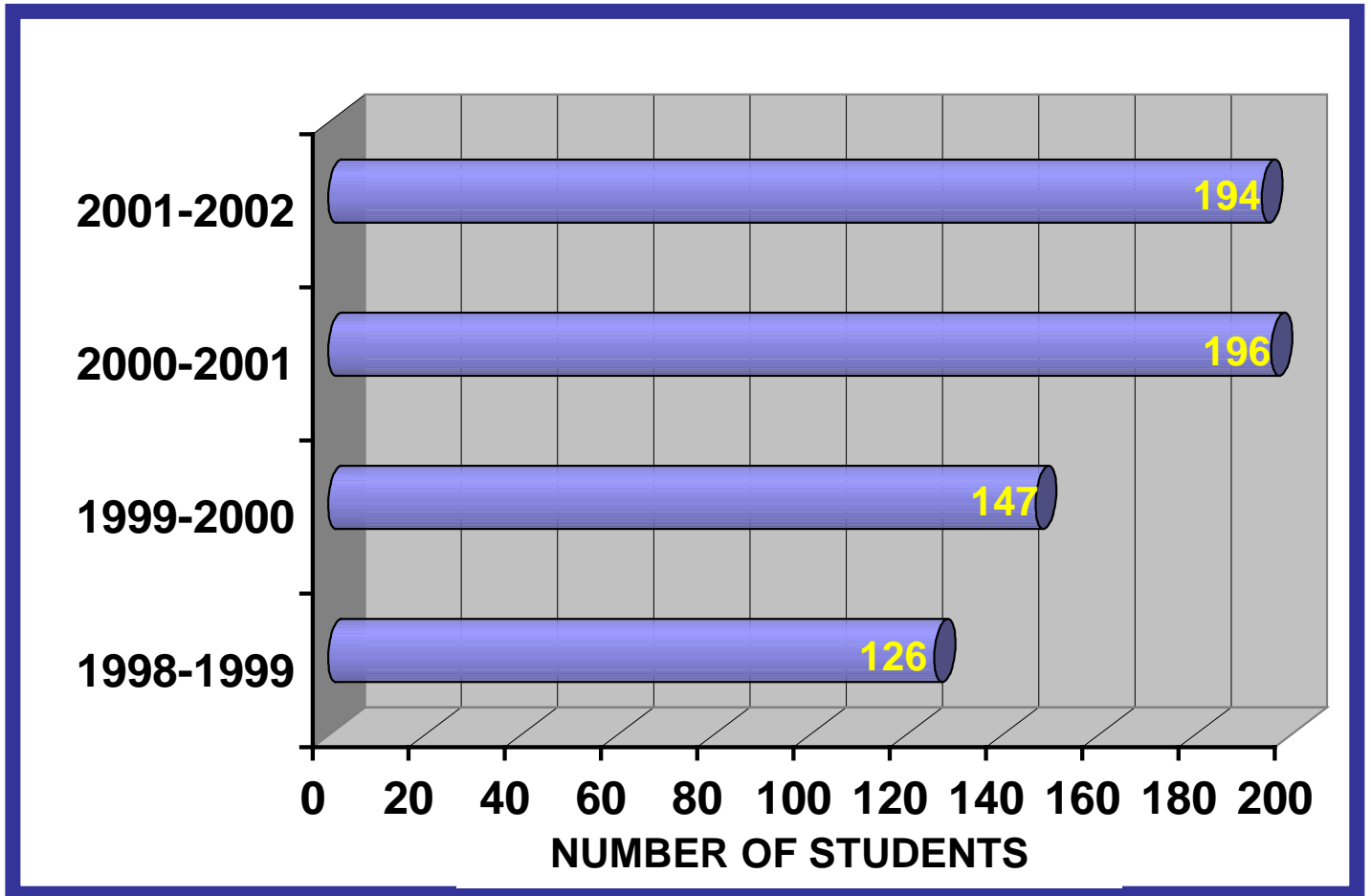
Business Results

The graph below represents the number of students from 1998 until 2002 that have successfully completed the GED test and received GED certification.

GED TEST RESULTS

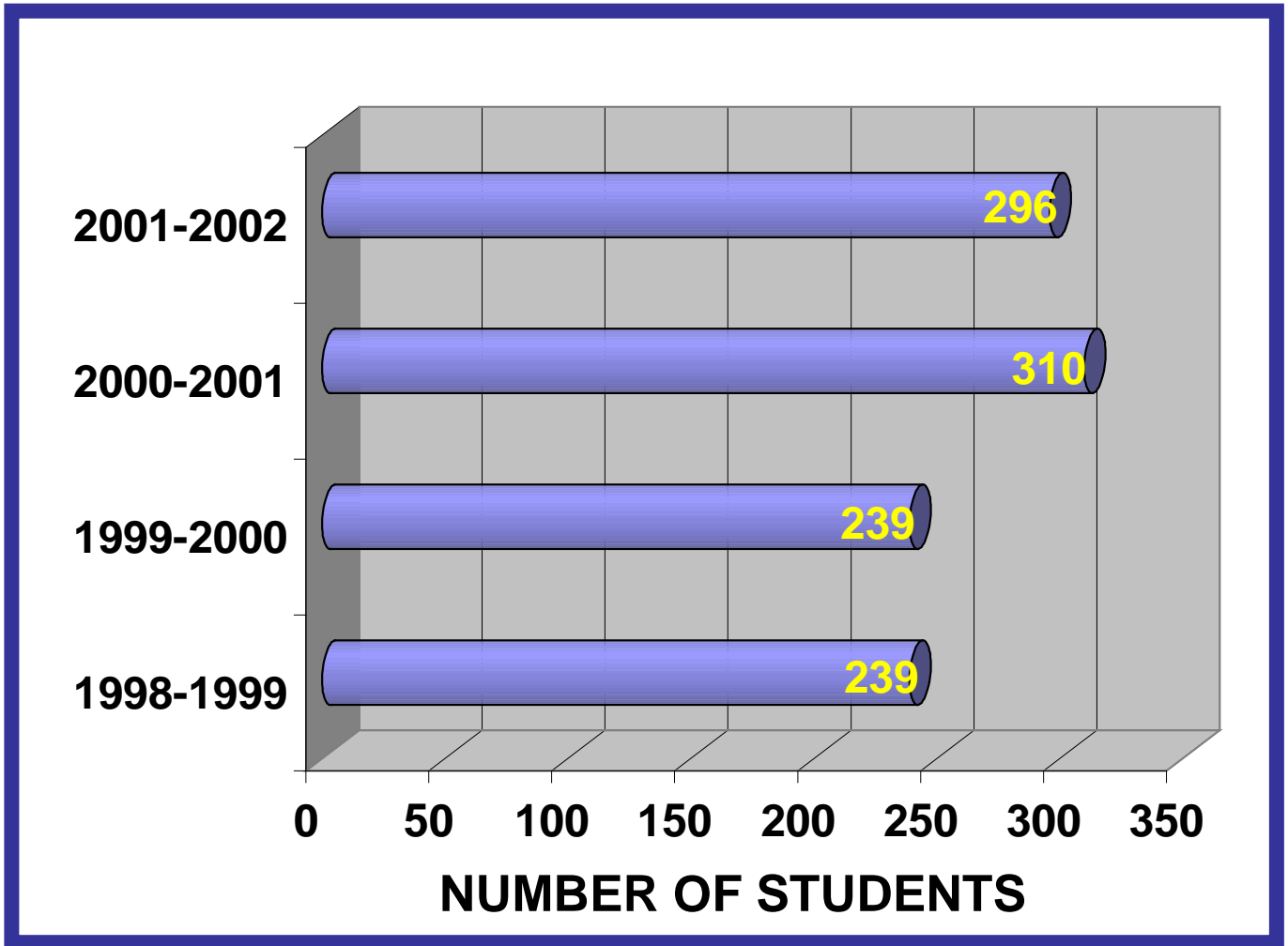


NUMBER OF STUDENTS GRADUATED



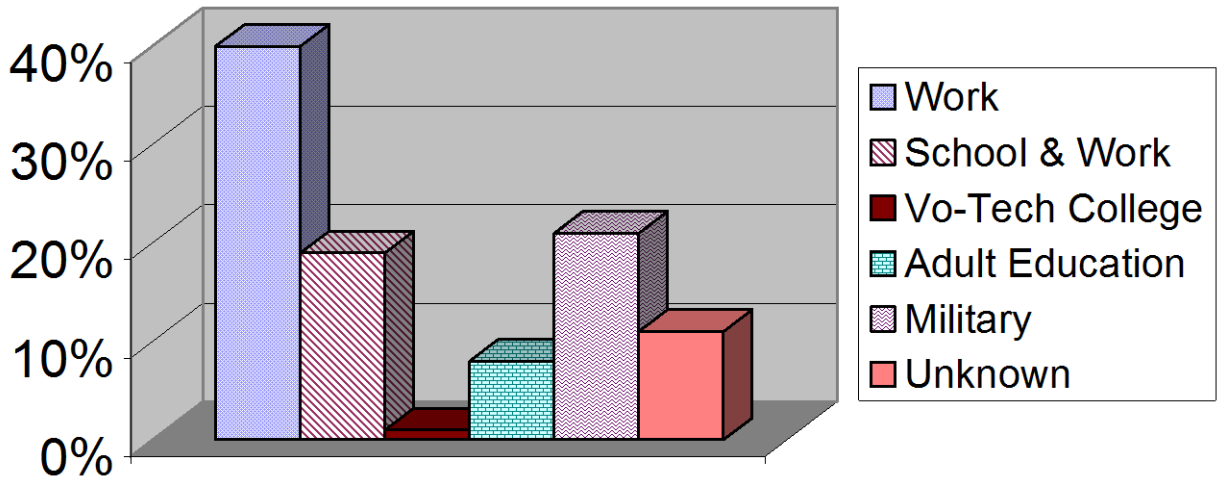
The above graph represents the number of students that have graduated from the Youth ChalleNGe Academy at the Wil Lou Gray Opportunity School. Cycle I and Cycle II for the school year 1998 through 1999 produced one hundred twenty-six graduates. Cycle III and Cycle IV for the school year 1999 through 2000 produced one hundred forty seven graduates. Cycle V and Cycle VI for the school year 2000 through 2001 produced one hundred ninety-six graduates. Cycle VII and Cycle VIII for the school year 2001 through 2002 produced one hundred ninety-four graduates.

NUMBER OF STUDENTS ENROLLED



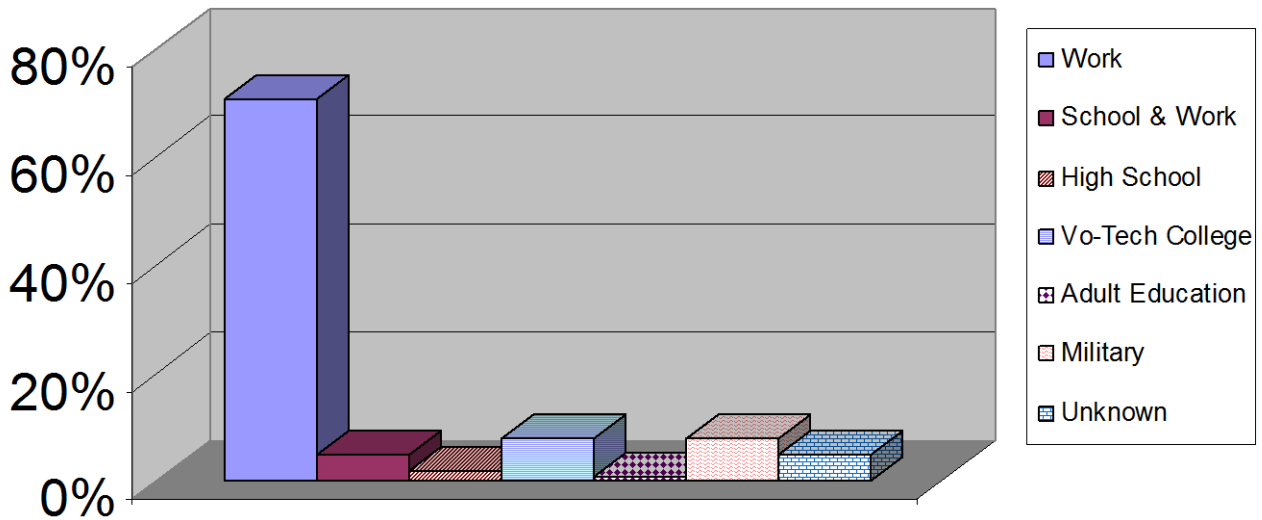
The above graph represents the number of students that enrolled in the Youth Challenge Academy at the Wil Lou Gray Opportunity School. Cycle I and Cycle II for the school year 1998 through 1999 accepted two hundred thirty nine students. Cycle III and Cycle IV for the school year 1999 through 2000 accepted two hundred thirty nine students. Cycle V and Cycle VI for the school year 2000 through 2001 accepted three hundred ten students. Cycle VII and Cycle VIII for the school year 2001 through 2002 accepted two hundred ninety-six students.

CYCLE V POST GRADUATE RESULTS



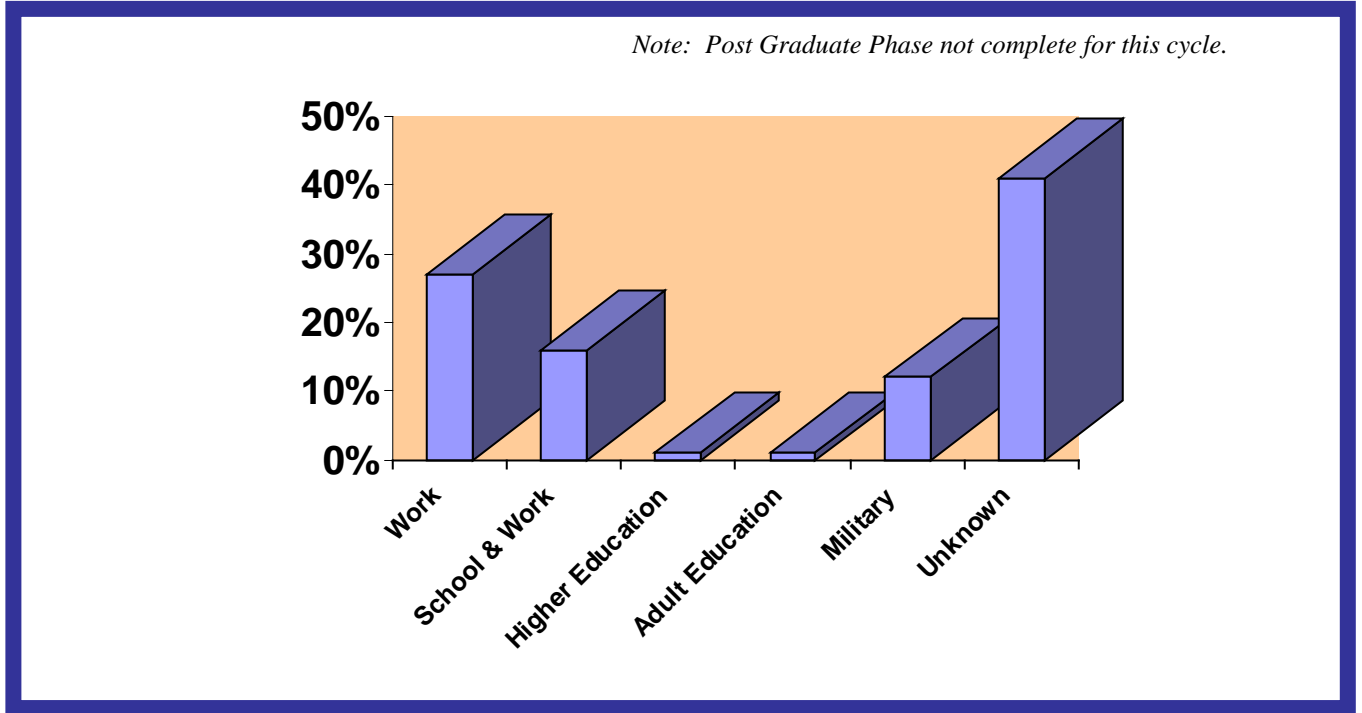
Note: Cycle V is the first semester of 2000 – 2001.

CYCLE VI POST GRADUATE RESULTS



Note: Cycle VI is the second semester of 2000 - 2001.

CYCLE VII POST GRADUATE RESULTS



CYCLE VIII POST GRADUATE RESULTS

