

Accountability Report Transmittal Form

Agency Name: Wil Lou Gray Opportunity School

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ANNUAL ACCOUNTABILITY REPORT

FISCAL YEAR 2002 - 2003

“WHY STOP LEARNING?”

**WIL LOU GRAY OPPORTUNITY SCHOOL
3300 WEST CAMPUS ROAD
WEST COLUMBIA, SC 29170**

MR. PAT G. SMITH, DIRECTOR

Section I – Executive Summary

Mission and Values

Founded in 1921 by the late Dr. Wil Lou Gray, the Wil Lou Gray Opportunity School has served the citizens of South Carolina for eighty-two years. Adopting the motto, “Why stop learning?” Dr. Gray dedicated her life to providing an education for the undereducated and, although the educational needs continue to change, the Opportunity School has adapted its mission to meet the critical needs of the students it serves. Currently the mission of the Wil Lou Gray Opportunity School is 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 workforce.
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, in partnership with the South Carolina National Guard Youth ChalleNGe Academy, 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 youth, 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. Healthcare |
| 7. Life Skills | 8. Self-Discipline |

The traditional priority of the Opportunity School has been to provide an alternative 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 in collaboration with the South Carolina National Guard, is the only Youth Challenge Academy among twenty-seven states operating outside of a military facility.

Section I – Executive Summary

Key Strategic Goals for Present and Future Years.

The overall goal of the Opportunity School is to increase student enrollment and retention over the next five years so that the school is operating at capacity with appropriate staff in place in order to educate and graduate as many children in South Carolina as possible. To assist students in obtaining a GED, in securing permanent jobs, in enlisting in the military, or continuing their education in order to be productive members of the South Carolina community. This equates to an enrollment goal of 200 students, graduating 160 students and, of the 160 students who graduate, 61 to 80 percent graduate with a GED.

Current and future goals include:

- Register 160 students per cycle the first year with a five percent increase per year for the next four years.
- Maintain sixty percent of students obtaining a GED the first year, with a five percent increase up to eighty percent over the next four years.
- Increase TABE improvement in math and reading – sixty-five percent of students tested show a five-month increase in improvement the first year. Five percent increase up to ninety percent over the next four years.
- Twenty-eight percent of students to do more than forty hours of community service with a three percent increase per year over the next five years.
- Eighty percent of the students to complete the program in the first year with an increase to ninety percent within five years.
- Maintain and improve current attrition rate.

Opportunities and Barriers Affecting Successful Outcome of Mission and Goals.

The efficient use of our budget has been and continues to be a priority. In the face of a 25% budget cut and looming budget cuts for next year, we are focusing on ways to reduce operation and personnel expenses without effecting the needed services we provide. At a time when demand is increasing for our services, the Opportunity School is faced with a unique challenge to maintain or increase enrollment while reducing the budget. Some of the cost-saving steps taken this year were:

- Joining the Lexington School District Food Buy Alliance. This Alliance awards a contract to one major food supplier and one produce supplier based on the bulk of all the school districts in the alliance. This has dramatically reduced the cost of food for our students.
- Renegotiation of the school waste removal contract resulted in an annual savings of \$4,500.
- All cleaning supplies are now purchased from Prison Industries in 50-gallon drums that are used to refill MSDS labeled spray bottles. All other supplies are purchased through the State's Central Supply division.
- Replacing the 900MHZ Motorola radios used by staff with radios that run on the FRS frequency. Although the range is limited on the new radios, they do not have monthly tower usage fees and are not as expensive to maintain as the 900MHZ Motorolas.

Section I – Executive Summary

Opportunities and Barriers Affecting Successful Outcome of Mission and Goals.

- The medical department successfully undertook the application and coordination of reimbursements to the Opportunity school for student medical costs through the Medicaid program.

If further cuts are mandated, other options such as furloughs, application fees and reduction of enrollment will be considered. Because we are a 24-hour a day, 7-day a week school, reduction in staff is difficult without a similar reduction in enrollment. Charging an application fee or student supply fee may be another source of funding but the majority of our students come from low-income families. Fees to attend the Opportunity School will keep some students from attending due to their financial situation.

Because of the high demand for our services, long-range plans are to add new dormitories and expand the classroom facilities to accommodate higher student enrollment. Another option is to go all male which will allow us to operate at full capacity. Typically, the female enrollment is much lower than male enrollment. However, with increased female recruiting efforts it may be possible to reach full capacity of the female dormitory. These ambitious plans may have to be put on hold until the current state budget crisis is resolved.

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.

Major Achievements from Past Year.

- Palmetto Silver Award recipient for 2002-2003 as established by the Education Accountability Act that recognizes the state’s schools with the highest levels of student academic achievement and the fastest rates of improvement.
- Governor’s Office of Small and Minority Business Assistance presented WLGO with the Small and Minority Business Award on March 31, 2003, for the support and contribution of these businesses by WLGO.
- Human Affairs Commission awarded WLGO the Top Ten status for exceeding ninety percent of our employment goals for three consecutive years.
- Largest number of enrolled, graduated, and graduated with GED students for 2002-2003 since the programs inception in 1998-1999. (See Figures 7.2.a, 7.2.b, 7.2.c, 7.2.d, 7.4.b, 7.4.c, and 7.4.d)
- Highest female enrollment since the beginning of the program.
- “No Report” audits for three consecutive years.
- Procurement certification.
- Received top energy efficient rating.

Section I – Executive Summary

How is the accountability report used to improve organizational performance?

The 2001-2002 Accountability Report for the agency did not completely follow the Malcolm Baldrige performance excellence criteria due to incomplete training. However, the agency has an established long range plan along with various reports to keep track of progress in all departments. With the completion of the needed training, these reports as well as the long range plans will be incorporated into future accountability reports. This is the first year that this agency has aligned the Accountability Report with the Malcolm Baldrige content and format.

Section II – Business Overview

Enabling Statute, Factual Description, Expenditures/Appropriations Chart

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.

The Wil Lou Gray Opportunity School in partnership with the South Carolina National Guard is responsible for the Youth ChalleNGe Academy program. The program is run in two semesters, referred to as cycles, and is a residential environment. The WLGO campus has five dormitories, classroom building with library and medical office, cafeteria, auditorium, administration building, gymnasium, maintenance shop, and staff housing. Currently, there are fifty-eight WLGO employees and twenty-nine YCA employees. This is the only location for the Opportunity School; however, there is another smaller Youth ChalleNGe Academy in operation in Allendale that is not affiliated with WLGO.

The Opportunity School exists to serve the citizens of South Carolina between 16 to 18 years of age, male or female, who will not be able to complete their high school education or are high school dropouts. These students must be drug free, physically and mentally capable of completing the program and not under indictment or convicted of a felony offense. The students and family members served are key customers

Section II – Business Overview

Enabling Statute, Factual Description, Expenditures/Appropriations Chart (Continued)

along with the Board of Trustees, legislature and citizens of South Carolina. The outcome of services we provide to these students will directly and indirectly affect all citizens of this state and nation.

Key stakeholders are the employees that work at WLGOS to help these young people become productive members of society as well as the population at large. The future of our state and nation is tied to the success this program has on the lives of the students served.

Section II – Business Overview

Accountability Report Appropriations/Expenditures Chart Example

Base Budget Expenditures and Appropriations

<i>Major Budget Categories</i>	01-02 Actual Expenditures		02-03 Actual Expenditures		03-04 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$2,350,590	\$1,955,281	\$2,383,596	\$1,982,238	\$2,240,695	\$1,799,694
Other Operating	\$1,353,250	\$873,734	\$1,178,908	\$563,575	\$987,971	\$334,971
Special Items	\$57,220	\$	\$	\$	\$	\$
Permanent Improvements	\$1,933,322	\$	\$167,145	\$	\$	\$
Case Services	\$	\$	\$	\$	\$	\$
Distributions to Subdivisions	\$	\$	\$	\$	\$	\$
Fringe Benefits	\$662,917	\$550,067	\$668,238	\$545,498	\$679,760	\$552,868
Non-recurring	\$16,482	\$	\$118,559	\$67,792	\$	\$
Total	\$6,373,781	\$3,379,082	\$4,516,446	\$3,159,103	\$3,908,426	\$2,687,533

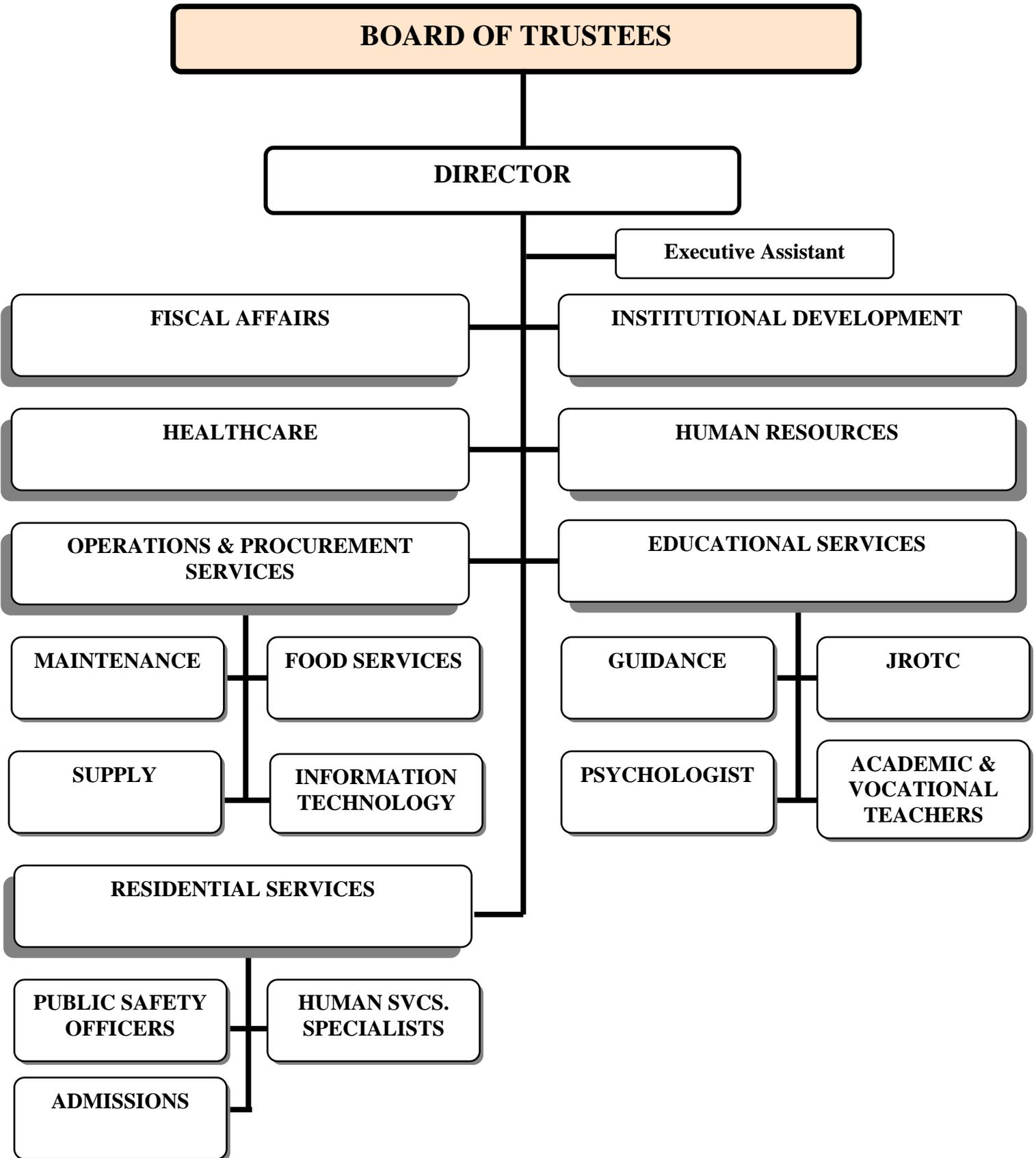
Other Expenditures

Sources of Funds	01-02 Actual Expenditures	02-03 Actual Expenditures
Supplemental Bills	\$	\$67,791
Capital Reserve Funds	\$16,482	\$50,767
Bonds	\$1,933,322	\$167,145

Interim Budget Reductions

Total 01-02 Interim Budget Reduction	Total 02-03 Interim Budget Reduction
\$224,936	\$283,660

Section II – Business Overview



Section III – Elements of Malcolm Baldrige Award Criteria

Category 1. Leadership

1.1 Senior Leadership Direction

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 four times each year to receive progress reports on established goals and to adopt supporting policies.

Division directors comprise the executive staff that report to the director and provide direct leadership for each of their functional areas. They provide direct links to respective staff between their department and the agency director. This group of eight division directors meets bi-monthly to discuss issues related to the day-to-day operation of the school. Through formal and informal communication 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.

1.2 Focus on Customers

Senior leaders establish and promote a focus on customers through successful implementation of the Opportunity School's mission which is to serve the undereducated in South Carolina through a structured residential, quasi-military environment that will prepare and assist them to achieve independence and employability as soon as possible.

1.3 Key Performance Measures

The Opportunity School is unique in that it is the only school operating in partnership with the Youth ChalleNGe Academy in the United States, therefore, comparisons to other institutions is very difficult. However, current measures are taken from applications, enrollment, graduation and graduation with GED to compare with previous years progress to insure improvement. Measures are also taken from student satisfaction with living environment, facilities, discipline code, teachers, scheduling, curriculum and materials as well as reasons for enrolling. Postgraduate results are measured to assess student progress once they have graduated from the residential phase.

Other key performance measures are in the design process for future use to enhance academic performance as well as the delivery methods.

Section III – Elements of Malcolm Baldrige Award Criteria

Category 1. Leadership

1.4 Performance Review/Feedback

Staff meetings are conducted bi-weekly to review procedures, address problems or complaints, and plan future activities. Teacher meetings are held to discuss needs, curriculum and plan student activities. All staff members are encouraged to participate in training that will enhance their job performance and update their skills.

1.5 Impact on the Public

Part of the Opportunity School’s mission is to prepare and assist our students in attaining independence and employability once they graduate from the program. The students are provided with a curriculum that will enable them to take and hopefully pass the GED. Those students that are several years behind in grade level have an opportunity to advance their grade level. Several businesses in the area allow our students to job shadow or participate in apprentice work in order to gain skills for employability. Community service projects are coordinated and implemented by the students so they can develop a sense of community and the importance of giving to others. Our students are encouraged to pursue higher education and to set goals they can attain to be successful productive citizens.

The Wil Lou Gray Award is presented yearly to the person, business or organization that demonstrates outstanding leadership in the areas of administration, educational programs or service. Beginning this year, the Board of Trustees has decided to make this award presentation twice a year to coincide with graduation ceremonies.

1.6 Priorities for Improvement

The priorities for improvement arise from the long-range plans that were developed by senior management and staff last year in a planning meeting hosted by the University of South Carolina Center for Governmental Services, Institute for Public Policy and Policy Research. Incorporation of these plans into the seven Baldrige Criteria categories is already underway.

1.7 Supporting the Community

Senior leaders and all staff are encouraged to participate in civic organizations, charitable organizations and other community groups. The Opportunity School holds Red Cross blood drives on campus for staff and students to participate. A minimum of forty hours of community service is required for graduation by all students attending. Not only did the students complete the required minimum, but also fifty-six percent completed more that sixty-one hours of community service while another forty-four percent completed forty-one to sixty hours of community service.

Section III – Elements of Malcolm Baldrige Award Criteria

Category 2. Strategic Planning Process

2.1 – 2.5 Strategic Planning Process

Each year the Wil Lou Gray Opportunity School undertakes a series of planning sessions designed to develop 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) individual 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 structured 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-end reporting completes the process at the Board's summer planning retreat. This plan identifies the most important programmatic and operational activities that represent the 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.

Category 3. Customer Focus

3.1 – 3.5 Key Customers and Stakeholders

External key customers and stakeholders include:

- Students 16 to 18 years of age and their families.
- High schools, guidance counselors, teachers and others that refer students to the Opportunity School.
- Taxpayers.
- Members of the General Assembly.
- Other state agencies.
- Business and industry partners that provide job shadowing opportunities and supplies to the school.
- Board of Trustees.

Our customer focus is the student who attends the Opportunity School and their families. The Opportunity School serves a student population, sixteen to eighteen years of age, which is 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 and regularly invites students to his office 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

Section III – Elements of Malcolm Baldrige Award Criteria

Category 3. Customer Focus**3.1 – 3.5 Key Customers and Stakeholders (Continued)**

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. Teachers and parents with email capability correspond with each other frequently regarding their student's progress.

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 Figures 7.1.a, 7.1.b, and 7.1.c. 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 located in Figures 7.1.c and 7.2.c. Upon completion of the residential phase of the program, a follow-up during the year is performed to see how and what the students are doing. (See Figure 7.2.f)

The Wil Lou Gray Opportunity School hosts a Legislative Breakfast once a year to provide the members of the General Assembly an opportunity to see firsthand the accomplishments and progress made by the cadets. The staff is available at the breakfast to answer any questions or concerns that may be brought up by assembly members concerning the Opportunity School. Cadets are chosen to attend from the different counties across the state to afford assembly members a chance to meet some of their young constituents.

Category 4. Information and Analysis**4.1– 4.4 Determination of Measures**

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 deficient 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.

Section III – Elements of Malcolm Baldrige Award Criteria

Category 5. Human Resource Focus

5.1 – 5.6 Employee Motivation to Achieve Potential/Key Developmental and Training Needs Identification/EPMS

Employee satisfaction and the employment of skilled employees who possess an enthusiasm for working with at-risk students remains our workforce 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 are 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.

Category 6 Process Management

6.1 Key Design and Delivery Processes

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 its continued improvement 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, math and reading scores have increased by almost two years 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

Section III – Elements of Malcolm Baldrige Award Criteria

Category 6. Process Management**6.1 Key Design and Delivery Processes (Continued)**

excite student-learning mechanisms. Teacher evaluations of the process indicate a synergistic positive effect. Again, results in this area are reflected in the increased numbers of students passing the GED (See Figure 7.2.a) 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 days 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 that 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 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 consists of the processes required not only to communicate need, but also to evaluate and respond in the most effective, cost efficient manner. All staff is 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 and 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.

Section III – Elements of Malcolm Baldrige Award Criteria

Category 6. Process Management**6.2 Daily Operation of Key Production/Delivery Processes meeting Key Performance Requirements**

Key production requirements are supported in our day-to-day operations through standardized indicators that allow data tracking of test scores and performance. Analysis of performance indicators is monitored closely by each academic cluster and measured against ongoing data trends of those standardized indicators. Teachers are allowed strong influences in curriculum design and are encouraged to develop creative strategies for academic performance requirements. Academic performance requirements are linked to teacher EPMS to ensure emphasis and expectation of these performance requirements are a priority.

6.3 Key Support Processes

Support processes exist at several levels throughout the agency to aid in the delivery of services. First, a strategic plan developed with the participation of all senior management serves as a roadmap for basic achievement improvement. Internal support systems exist to provide the essentials to meet the agency mission. Functional support is delivered through admissions office, residential services, academic, healthcare, support services, fiscal affairs, information technology and human resources. These support functions are interrelated and are updated through participatory decision-making and constant review through discussion by senior management and customer requirement.

6.4 Management and Support of Key Supplier/Contractor/Partner Interactions

The agency suppliers have been diversified over the past year in all departments due to the creativity needed to maintain services with fewer dollars. State term contracts put in place by the Materials Management Office and Chief Information Office are utilized as often as possible. Some items and services that are not on contract are purchased from minority businesses certified by the Governor's Office of Executive Policies and Procedures. The supplies or services used by the agency on a frequent basis have been competed and contracted to insure long-term relationships with competent vendors at reasonable prices.

This past year the agency joined the Lexington School District Food Buy Alliance and awarded a contract to one major food supplier and one produce supplier based on the bulk of all of the school districts in the alliance. The cost of food has dropped dramatically through this contract. Existing contracts were also reviewed for cost savings such as waste removal. Upon examination of the terms, the agency decided to reduce the terms of the contract and re-bid. The result was an annual savings of \$4500.

The supply department has limited vendors in which to purchase cleaning supplies. Instead of purchasing individual bottles we are now filling MSDS labeled spray bottles out of the 50-gallon drums purchased from Prison Industries. All other supplies are purchased through the state's Central Supply division.

As a residential operation communication is critical and must remain constant. Motorola 900MHZ radios were being used throughout the campus. These radios worked well but are expensive to maintain and they have a monthly tower usage fee. The solution was to purchase radios that operate on the FRS frequency.

Section III – Elements of Malcolm Baldrige Award Criteria

Category 6. Process Management

6.5 Management and Support of Key Supplier/Contractor/Partner Interactions (Continued)

The one time fee for one radio was a fraction of the cost of what it replaced and, although the frequency range is limited, there are no monthly tower usage fees.

The agency director and Board of Trustees manage partnerships that bind the agency to a larger, more collaborative relationship. Vertical and horizontal communication is an active ingredient in determining improvement performance.

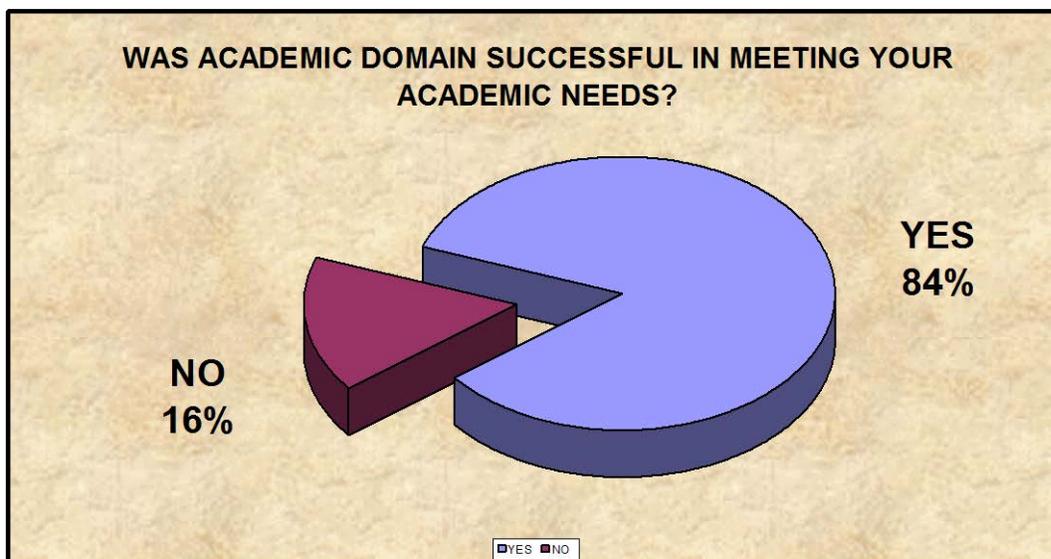
Category 7. Business Results

7.1 Customer Satisfaction

The Wil Lou Gray Opportunity School’s role is to serve as many of the state’s undereducated, at-risk students as possible during each school year. As this is our agency priority, attention is given to the highest level of enrollment within our ability to support the demand for admission versus our ability to satisfy that demand. Several factors are critical in determining customer satisfaction. Parental interest and student achievement rank as the major measures of customer satisfaction. Both groups provide significant input into program satisfaction through personal interviews and instrument exit surveys, graduation rates and GED performance. As demand for admission has sharply increased over the last two years, the agency’s management team has responded through consistent communication at all levels of the organization in order to address issues of satisfaction and performance. Employee involvement is also solicited in that they are responsible for the framework of programmatic delivery and must be active elements in accomplishments of the agency objectives and mission.

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

Figure 7.1.a



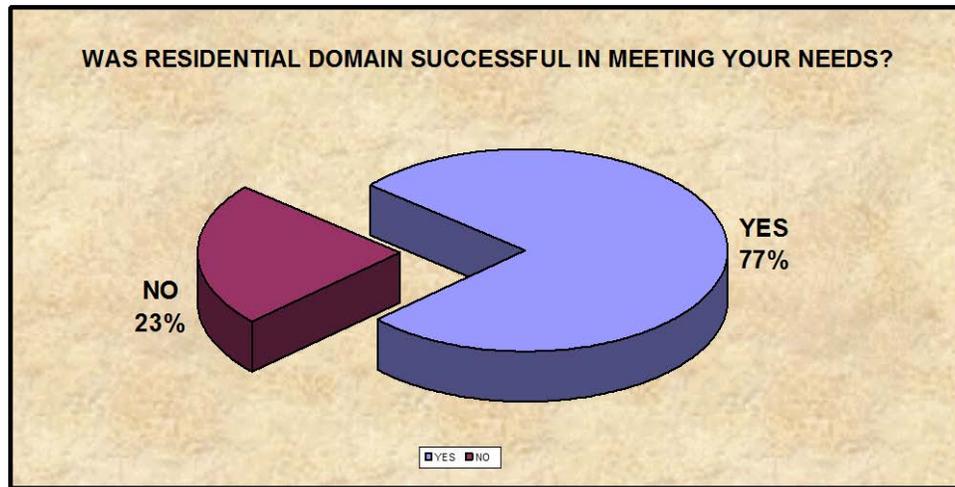
Section III – Elements of Malcolm Baldrige Award Criteria

Category 7. Business Results

7.1 Customer Satisfaction (Continued)

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

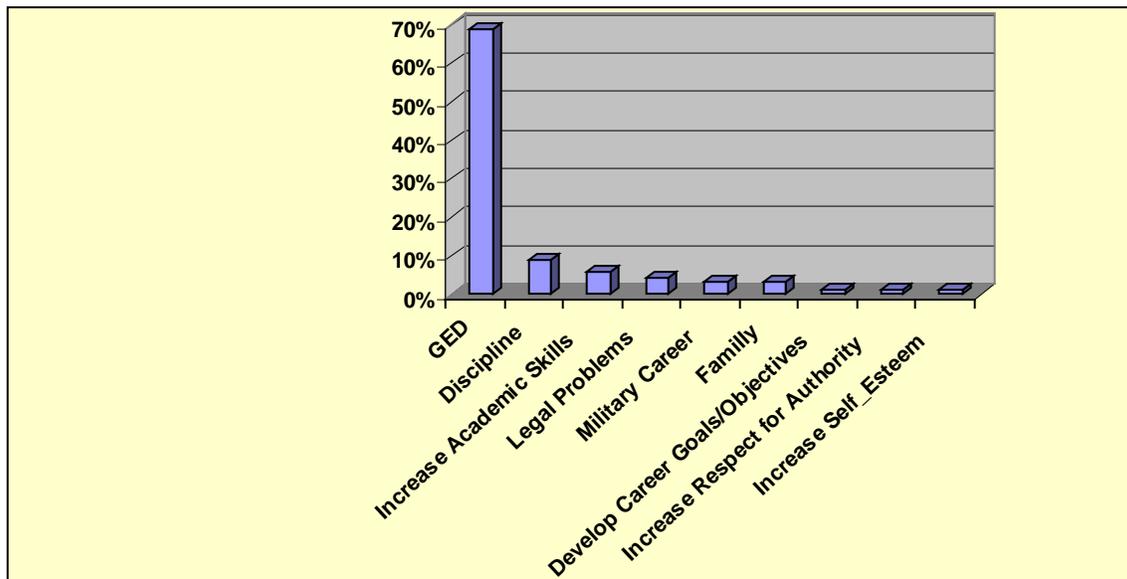
Figure 7.1.b



Below are the results from a survey of students attending the Opportunity School as to the reason or reasons they enrolled into this program. The majority of the students enroll to obtain their GED and increase their academic skills. Figure 7.1.a reflects the student’s high satisfaction in meeting their academic goals while attending the Opportunity School whether or not they obtained their GED.

Figure 7.1.c (Note: Students could indicate more than one reason.)

WHY DID YOU ENROLL IN THIS PROGRAM?



Section III – Elements of Malcolm Baldrige Award Criteria

Category 7. Business Results

7.2 Mission Accomplishment Measures

The number of students served throughout the year determines mission accomplishment. As a result, the agency is constantly seeking ways to streamline and customize the admissions process so that an applicant’s request for admission is responsive, expedient and a seamless process that invites attendance. Another key measure of performance is the academic performance of our students that is measured by the increase in GED results and TABE improvement. Enrollment and academic performance represent the two most important accomplishments that we measure.

Figure 7.2.a

The graph below represents the number of students from 1998 until 2003 that have successfully completed the GED test and received GED certification.

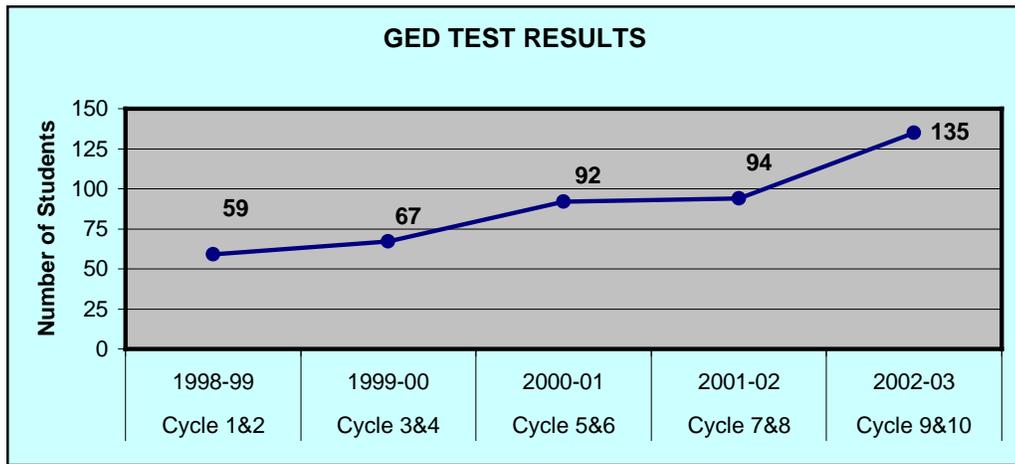
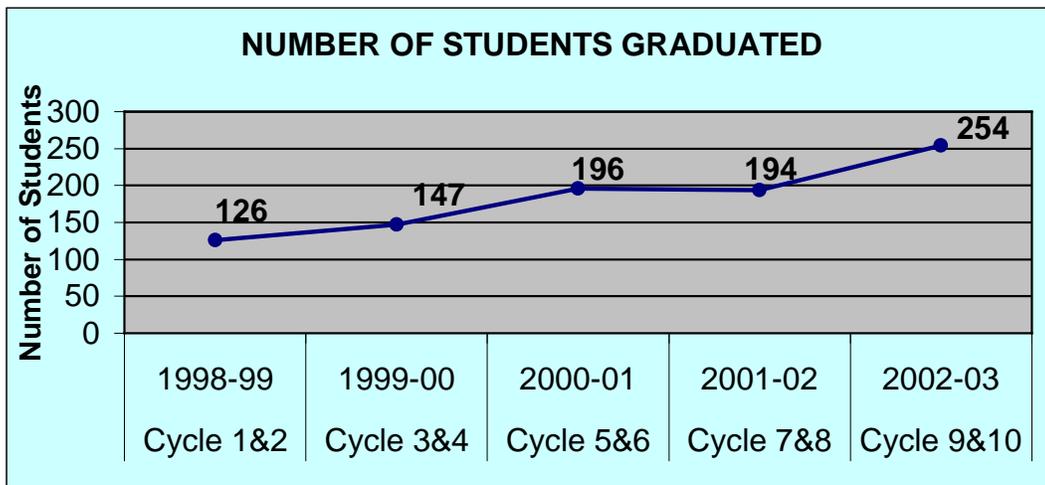


Figure 7.2.b

The graph below represents the number of students that have graduated from the Youth Challenge Academy at the Wil Lou Gray Opportunity School between 1998 and 2003.



Section III – Elements of Malcolm Baldrige Award Criteria

Category 7. Business Results

7.2 Mission Accomplishment Measures (Continued)

Figure 7.2.c

The graph below represents the number of students that enrolled in the Youth Challenge Academy at the Wil Lou Gray Opportunity School between 1998 and 2003.

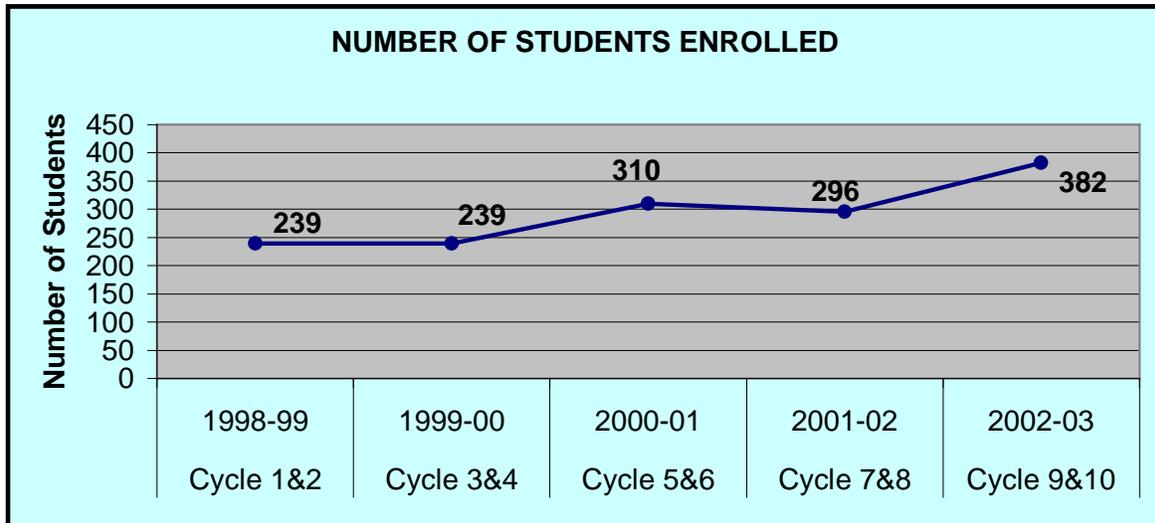
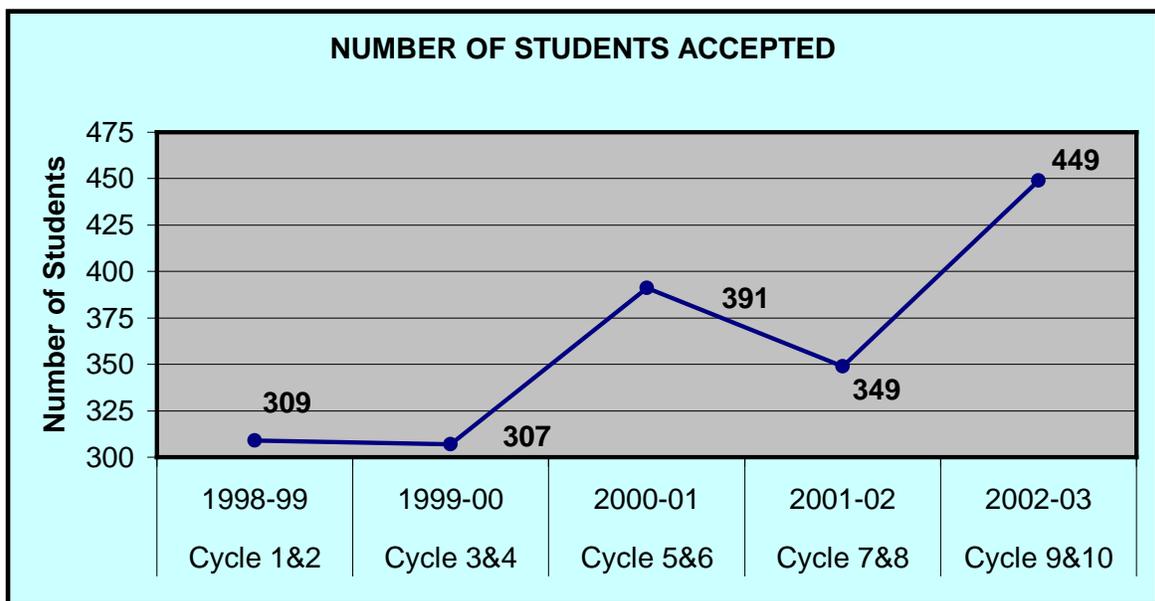


Figure 7.2.d

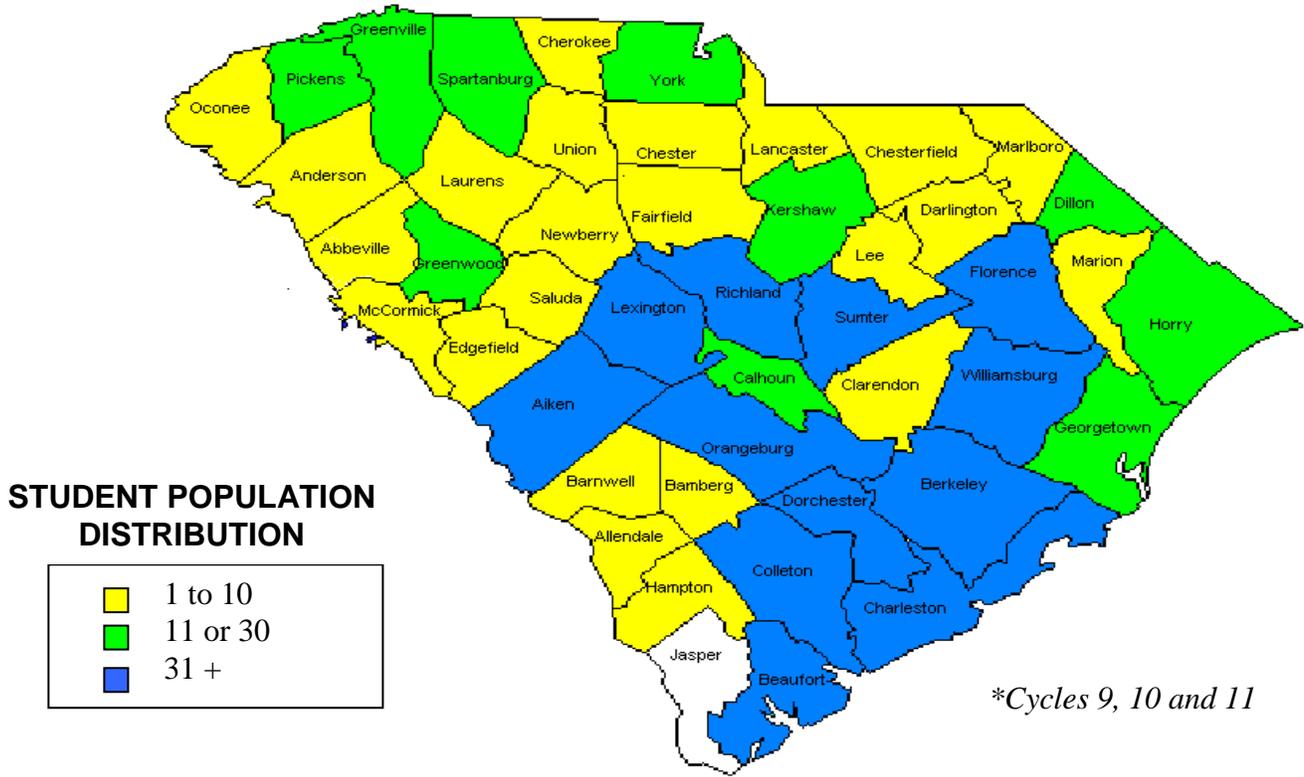
The graph below represents the number of students that were accepted into the Youth Challenge Academy at the Wil Lou Gray Opportunity School between 1998 and 2003.



7.2 Mission Accomplishment Measures (Continued)

Figure 7.2.e

**WIL LOU GRAY OPPORTUNITY SCHOOL
ENROLLMENT BY COUNTY FOR 2002 – 2003**



**Cycles 9, 10 and 11*

Abbeville	3	Dillon	13	Lexington	76
Aiken	39	Dorchester	59	Marion	3
Allendale	2	Edgefield	6	Marlboro	1
Anderson	7	Fairfield	3	McCormick	3
Bamberg	6	Florence	55	Newberry	5
Barnwell	7	Georgetown	16	Oconee	8
Beaufort	51	Greenville	28	Orangeburg	45
Berkeley	40	Greenwood	11	Pickens	11
Calhoun	15	Hampton	8	Richland	135
Charleston	98	Horry	26	Saluda	2
Cherokee	8	Jasper	0	Spartanburg	17
Chester	4	Kershaw	15	Sumter	87
Chesterfield	6	Lancaster	9	Union	1
Clarendon	7	Laurens	7	Williamsburg	31
Colleton	33	Lee	2	York	14
Darlington	6				

Section III – Elements of Malcolm Baldrige Award Criteria

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7.2 Mission Accomplishment Measures (Continued)

Students are accepted into the program every cycle and are given a registration date. All students are to report on the registration day to be enrolled into the program. Upon enrollment the two-week Challenge Phase begins in which the students are acclimated to the military and dormitory life style. Once the Challenge Phase ends the students, now considered cadets, begin classes in preparation for the GED test. All cadets graduating from the program will earn a Youth Challenge Academy certificate whether or not they successfully pass the GED.

Figure 7.2.f

ADMISSIONS PROFILE					
Class/Cycle	Accepted	Enrolled	3 rd Week Enrollment	Graduated	GED
Class 98-01 Cycle 1	150	126	94	61	
Class 98-02 Cycle 2	159	113	97	65	59*
Subtotal Cycles 1&2	309	239	191	126	59
Class 99-01 Cycle 3	153	107	93	62	
Class 99-02 Cycle 4	154	132	106	85	67*
Subtotal Cycles 3&4	307	239	199	147	67
Class 00-01 Cycle 5	233	186	151	110	
Class 00-02 cycle 6	158	124	101	86	92*
Subtotal Cycles 5&6	391	310	252	196	92
Class 01-01 Cycle 7	173	148	125	100	
Class 01-02 Cycle 8	176	148	128	94	94*
Subtotal Cycles 7&8	349	296	253	194	94
Class 02-01 Cycle 9	230	200	173	136	71
Class 02-02 Cycle 10	219	182	162	118	64
Subtotal Cycles 9&10	449	382	335	254	135
TOTALS	1805	1466	1230	917	447

*Combined GED totals for these cycles.

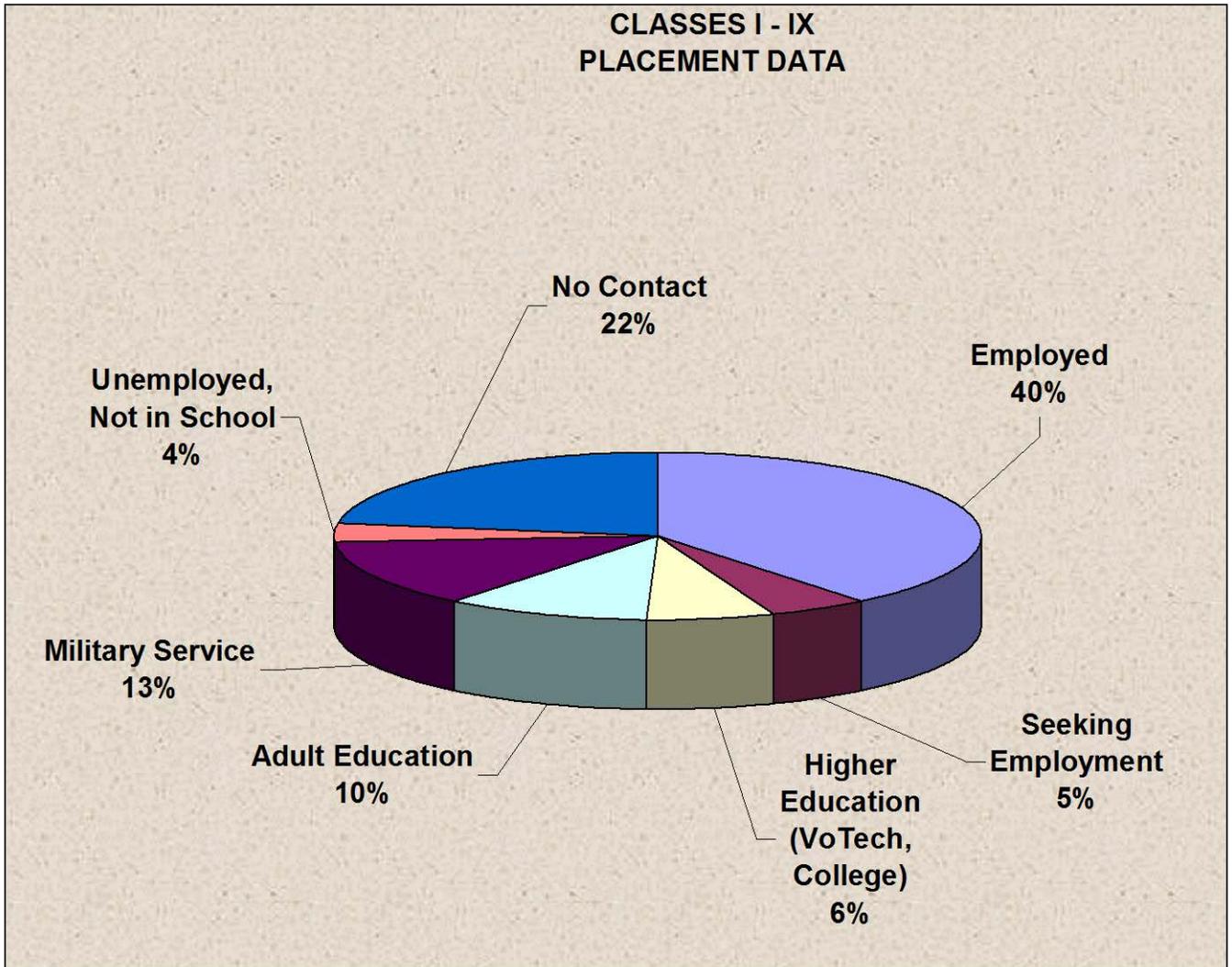
Section III – Elements of Malcolm Baldrige Award Criteria

Category 7. Business Results

7.2 Mission Accomplishment Measures (Continued)

The graph below shows the placement of our students after they have completed the residential phase of the program. The data below is taken from Cycle 1 through Cycle 9.

Figure 7.2.g



Section III – Elements of Malcolm Baldrige Award Criteria

Category 7. Business Results

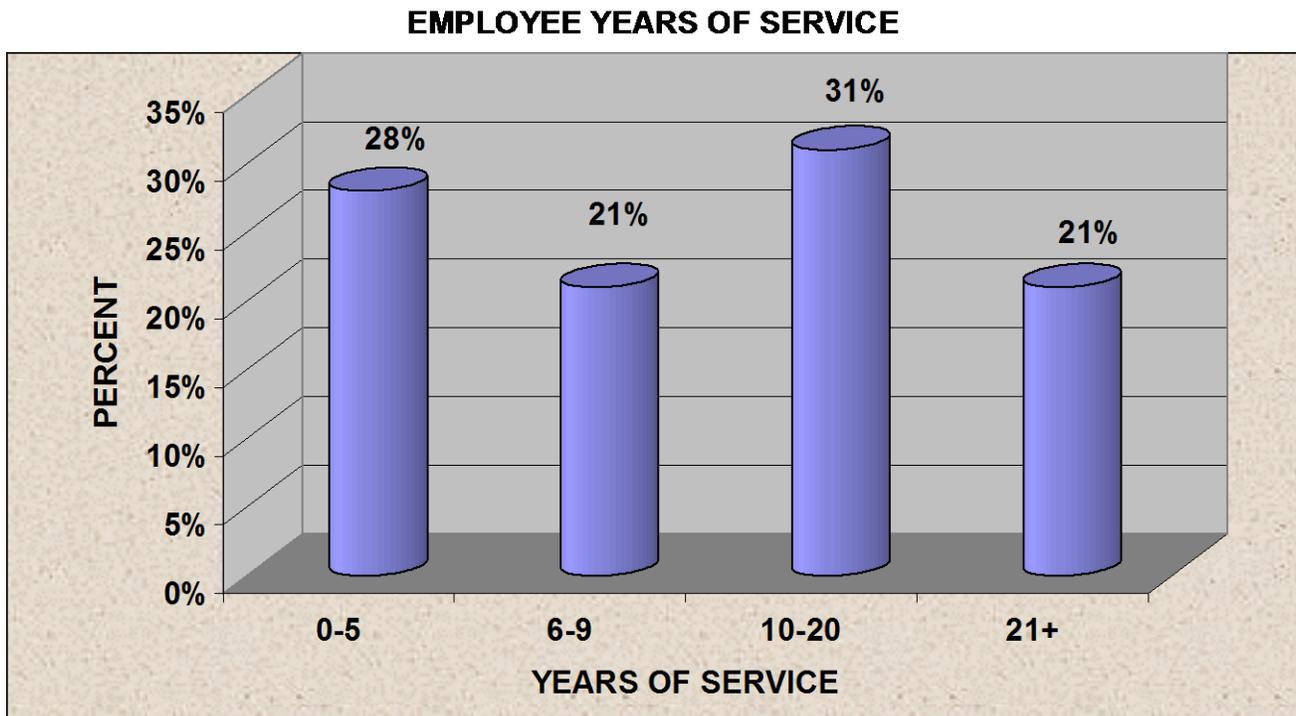
7.3 Key Measures of Employee Satisfaction, Involvement and Development

All employees at the Opportunity School are encouraged to continue their education and development of their job skills through training, seminars and continuing education courses offered by technical schools in the area. Employees are also encouraged to become involved in their respective communities through clubs, charitable organizations, churches or civic clubs.

Currently there are fifty-eight employees at the Opportunity School with seventy-three percent of the workforce having six or more years of service. Twenty-eight percent of the workforce has five or less years of service. Most of the employee attrition is found in the residential component of the Opportunity School where salary is cited as the main reason for leaving. The private sector can command higher salaries in this area.

Although, at the present time, there is no current measure used to determine employee satisfaction at the Opportunity School, the high retention rate of the labor force is an indicator that most employees at the Opportunity School are satisfied with their job. The director maintains an open door policy as do the senior management and any problems or concerns that may arise are handled immediately. Exit interviews are administered to all employees upon leaving the Opportunity School. Salary has been the overwhelming factor as a reason for leaving the employ of the Opportunity School. Development of a survey to be used as a tool to assist in measuring employee job satisfaction is being considered.

Figure 7.3.a



Section III – Elements of Malcolm Baldrige Award Criteria

Category 7. Business Results**7.4. Key Measures of Supplier/Contractor/Partner Performance**

In the process of maintaining relationships with multiple vendors, sometimes situations arise concerning substandard vendor performance. The agency policy is to follow the guidelines set in place by the Materials Management Office concerning vendor complaints, if and when they may occur.

Partnerships that are outsourced must meet performance expectations as established by specifications or customer requirements. Several relationships exist between our academic program and job shadowing worksites. Performance in these areas are monitored through site visits, lesson planning and student satisfaction.

7.5 Key measures of Regulatory/Legal Compliance and Citizenship

The Wil Lou Gray Opportunity School, as a residential agency, must meet compliance regulations for a host of requirements. As a preventative measure, all employees are provided an initial employee orientation that includes written materials and a video presentation. Emphasis is placed on education of regulatory matters for each component. Each department is responsible for ensuring that their employees follow established agency protocol and state laws governing our agency. Specific information pertaining to OSHA safety rules, campus safety, student and employee injury/accident reporting, hazardous communication for chemical handling, disaster preparedness, required fire drills, blood borne pathogen procedures and DHEC inspection of the food service operation are constantly updated and disseminated to the appropriate department(s). The agency director and senior management staff provide follow-up for compliance assurance.

SLED background checks are requested on all new hires.

7.6 Financial Performance

For several years the Wil Lou Gray Opportunity School has focused on developing a cost effective and efficient financial management culture that ensures state funds are maximized in order to provide services to students in an ever-changing fiscal environment. This continued process has led to our third consecutive fiscal audit of “no findings”, a higher procurement certification that signifies our ability to acquire services through compliance and competitive bidding, and the designation for the second consecutive year as the state agency with lowest energy cost per square foot. We believe that it is incumbent upon us to seek cost efficiency and containment in order to better utilize our available budget that will, in turn, allow us to continue to meet our mission in the face of economic uncertainty and agency accountability.