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ANNUAL REPORT

OF THE

WIL LOU GRAY

OPPORTUNITY SCHOOL



For the Year Ending June 30, 1977

Printed Under the Direction of the
State Budget and Control Board

ANNUAL REPORT

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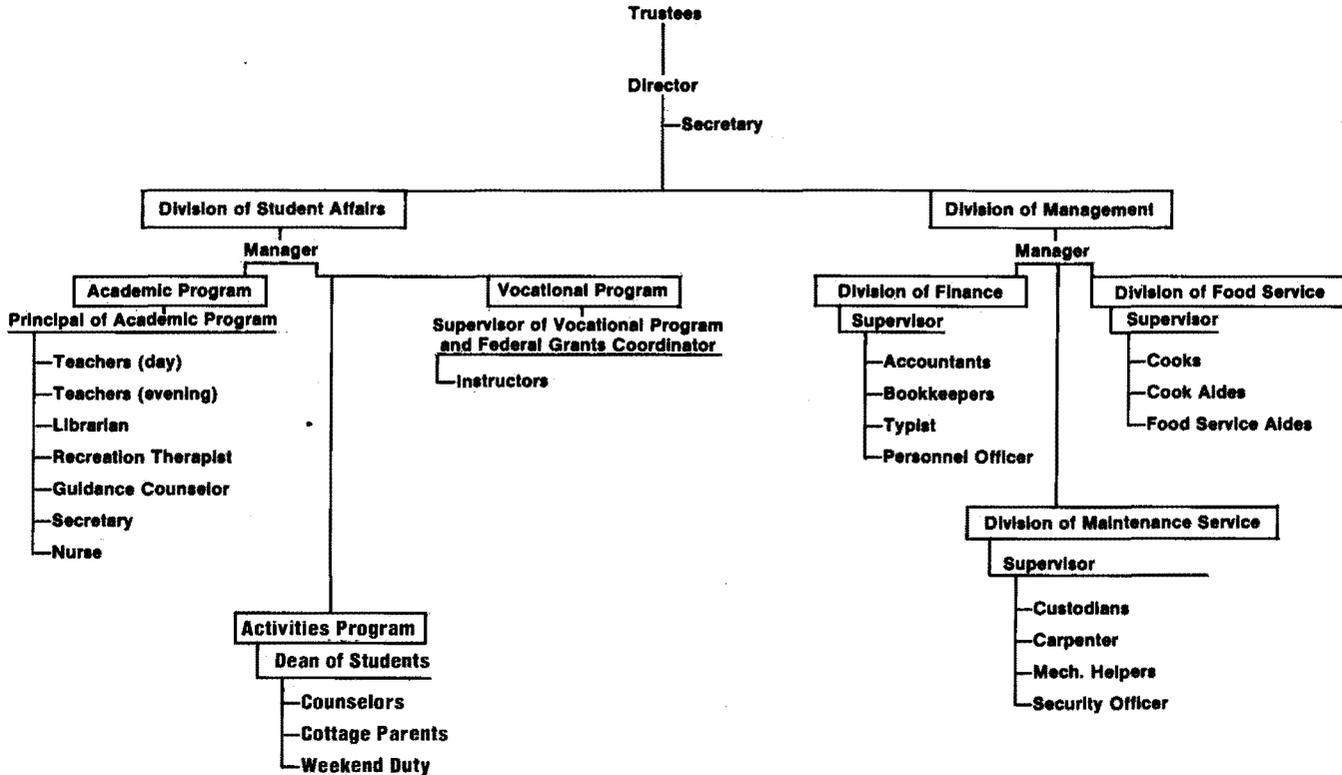
**Printed Under the Direction of the
State Budget and Control Board**

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WIL LOU GRAY OPPORTUNITY SCHOOL

Administrative Organization



WIL LOU GRAY OPPORTUNITY SCHOOL
Board of Trustees

Honorable James B. Edwards, Governor- Ex-Officio

Honorable Cyril B. Busbee, State Superintendent of Education
 Ex-Officio

Mrs. Anne Tilghman Boyce .Marion	July 2, 1979
Dr. Marvin EfronWest Columbia	July 2, 1980
Dr. J. Carlisle HollerColumbia	July 2, 1981
Mrs. Mary MackCharleston	July 2, 1980
Mr. James McClaryColumbia	July 2, 1979
Dr. James F. MilesClemson	July 2, 1980
The Rev. James B. Mitchell .Columbia	July 2, 1981
Mr. Clarence S. Rowland, Jr.Camden	July 2, 1981
Dr. Louise T. ScottFlorence	July 2, 1979
Mr. Karl SegelkenSummerville	July 2, 1980
Dr. M.B. WebbRidge Spring	July 2, 1981
Mrs. Jack WilsonWilliamston	July 2, 1980

A BRIEF HISTORY OF THE S.C. OPPORTUNITY SCHOOL

The Opportunity School was founded in 1921 by Miss Wil Lou Gray, State Supervisor of Adult Education, as an experiment in adult education. The first session, scheduled for "lay-by-time" so that farm women and girls could attend, opened August 2, 1921, at Tamasee, the mountain school of the Daughters of the American Revolution. It was the first boarding school for women on elementary level. Requirements for admission were that a pupil be no younger than fourteen, be unable to attend public school and have no higher than a fifth grade education. The curriculum at that time included the tools for learning supplemented by emphasis on health habits, good manners, civics, domestic science, and arts and crafts. The faculty consisted of one paid teacher, three volunteers, and several visiting teachers from Winthrop College and the community. Seventeen girls were registered as boarding students for the day school, and nineteen men attended night classes.

The experimental school proved very successful. The following year, larger quarters were sought, and since the state could pay only for teachers, additional means of financing were required. Cooperating with the State Department of Education, Lander College granted use of its facilities. The Methodist Conference and the Baptist Convention each contributed \$300.00 toward operational expenses, and a wide range of supporters of adult education supplied scholarship aid. The mills were especially cooperative, sending students as well as scholarships. Eighty-nine women and girls, ranging from fourteen to fifty-one, and representing thirteen counties attended the 1922 school. There was no school for men.

Erskine College supplied the facilities for the men's sessions beginning with 1923 through 1930. The girls' sessions continued at Lander through 1924. They were located at Anderson College in 1925, 1926, and 1927, and moved to the Women's College at Due West for the sessions of 1928, 1929, and 1930. In 1931 the schools became co-ed at Clemson College.

In 1931, with the support of a \$10,000.00 grant from the Carnegie Foundation, a study was made in "The Learning Ability of Adults." Directed by Dr. W.S. Dray, Dean of Education, Chicago University, and Dr. J.W. Tilton of Yale University, this study, with the use of standardized tests, indicated that adults learn three to nine times faster than children. That year, for the first time, the Opportunity School awarded seventh grade certificates. Fifty-two students received them.

The school was held at Clemson College from 1931 through 1942,

at which time it had to be moved because of war conditions. It was held at Lander in 1943 and 1944, and at Columbia College in 1945.

A new era for adult education began in the early 1940's. In 1941, two Opportunity School students were awarded high school diplomas by an accredited high school which they had not attended. These diplomas were awarded on basis other than number of units earned. In 1942, the high school testing service was established by the State Department of Education. Two Opportunity School students were the first to earn high school certificates under this program. This program continued to be a boon to those who for a variety of reasons were unable to complete their formal schooling.

These one-month terms of the Opportunity School held over a period of twenty-five years had clearly shown the need for a permanent year-round school. This was further emphasized by returning World War II veterans who were unable to take advantage of the education benefits of the G.I. Bill because there was no boarding institution in South Carolina offering general education for adults on the elementary and secondary levels. Recognizing the pressing need, the Legislature in 1946 granted the request of the State Department of Education for an appropriation to operate the Opportunity School on a year-round basis. Through the efforts of many people, 998 acres and some 200 buildings of the de-activated Columbia Army Air Base were acquired by a quit claim deed through the War Assets Administration for the joint use of the Opportunity School and Trade School on a ten-year probationary basis. The School's first session in this permanent home opened January 2, 1947.

Students and staff worked closely together in a pioneer spirit in making the barrack type buildings into an attractive facility. The educational program was developed and expanded to accommodate commuting day and evening students in addition to the boarding students. Special attention was given to the needs of veterans and their families; programs were designed to teach practical arts in everyday living, as well as academics.

Fully satisfied with its utilization, the Federal Government released the property to the South Carolina Budget and Control Board in 1956. In a reallocation of the property several years later, the Budget and Control Board delineated 107 acres as the Opportunity School campus.

By a legislative act in 1957, the South Carolina Opportunity School was declared a body politic and placed under the management and control of a Board of Trustees.

Modern facilities have replaced the temporary Air Base buildings which served over twenty years. Revising and expanding its programs to meet changing needs, in a homelike atmosphere, the Opportunity School continues its mission of teaching adults.

Purposes

The school is organized and patterned after the Danish Folk Schools of the nineteenth century. It provides academic and vocational training for out-of-school youths and adults in a good citizenship environment. Each student is placed in each subject area on a level of difficulty commensurate with his achievement level. The teacher-pupil ratio is on a one to seventeen basis providing for individual attention by the teacher to each pupil. The instructional program purposes to prepare each student to live a more meaningful life.

Legal Status

The school is an agency of state government chartered for the purpose of providing out-of-school youths and adults academic and vocational training. It is managed by a Board of Trustees. Ten of the trustees are appointed by the Legislature with each trustee serving for a term of four years. Two of the trustees are appointed by the Alumni Association and each serve a term of four years. The Governor of the state and the State Superintendent of Education are ex-officio members of the board.

Functions of the Departments of the School

The administration plans, supervises, and evaluates all facets of the school operation. It is responsible for developing the annual budget for all operational needs and for pursuing its adoption by the Budget and Control Board and the Legislature.

The administration leads in the developing of short and long range plans which will facilitate the achievement of the school's purposes.

The administration evaluates all facets of the operation and reports the findings of the evaluation to the Board of Trustees.

The Educational program provides academic training ranging in difficulty from low elementary level through high school. The elementary courses are basic courses; reading, arithmetic, English, science, and social studies.

Each student is given a standardized achievement test at the time of registration. He is placed in each subject area on the level of difficulty

determined by his score on the test for that subject area. He remains in that level of difficulty until the teacher believes that he is ready for a higher level of difficulty. At that time, the teacher recommends to the principal that the student be moved to a higher level of difficulty. If a student feels frustrated in a level of work above his achievement, he can request of the Director of Education to be moved to a lower level.

The academic training on high school level is offered for two purposes. One is to prepare students for the high school equivalency test. Students are given the standardized achievement test and are assigned to levels of work as in the previous paragraph for elementary students. At the time that the test results indicate a student is achieving above tenth grade level, the school recommends that the student take the high school equivalency test. If the student makes a score of 180 or more, he is given a high school certificate. If he makes 200 or more, he is given an Opportunity School diploma.

The second purpose is to permit students to earn Carnegie units for a standard high school diploma.

REPORT OF THE DIRECTOR JULY 1, 1976 through JUNE 30, 1977

Several members of the administrative staff were involved in a five day workshop in August of 1976 for the purpose of developing continuing objectives which would serve as the direction for the activities of the school for future year. The workshop was directed by Mr. Pete Caulder, director of the Leadership Development Center of the State Department of Education. Two follow-up workshops of shorter duration were used to refine the statements of objectives.

Six objectives were developed. They are continuing objectives. They are written in non-specific terms for a reason. The student population is perhaps the most diverse student body to be found. Each group of students which attends is different from any previous group and each student within each group has unique needs. Every course is open-ended and thus a student may begin his work at any time and complete it at any time. For these and other reasons, it was reasonable to state the objectives in the manner in which they are written. These objectives will be discussed briefly throughout the report.

The school continued to serve as a "second chance" school for out-of-school youths and adults. Enrollment reached 574 for the year. It continued in its long tradition of being humanitarian — of being interested in the welfare of the student. It attempted to develop those attributes in the student that would cause him to be a happier, contributing member of society.

DAY SCHOOL PROGRAM

The Day School began with a pre-service work-shop for teachers on August 26th and continued through August 30th. The Dean and his staff had their orientation meeting on August 29th. The entire staff met on Monday morning, August 30th.

Three people, new to the school's staff, were introduced in the general meeting on August 30th. They were Mrs. Thelma Bailey, principal; Mr. Larry Hoce, supervisor of vocational education; and Mrs. Patricia Robbins, secretary to the director.

Registration of students began on August 30th with 185 students registering. The enrollment fluctuated between 185 and 245 throughout the year. Total enrollment in the Day School was 478. Forty-three counties were represented in the enrollment. Four students from out-of-state were among those enrolled.

The average age of the male student was 18.2 years and the female

student was 18.6 years. The combined average age was 18.4 years.

Achievement:

Specific objectives were developed to assist in reaching the following continuing objectives for the instructional program.

1. To ensure that each student possess communication skills to at least a predetermined level.
2. To ensure that each student possess computational skills to at least a predetermined level.

Many of these students withdrew from school before the second achievement test was administered. Therefore, we were unable to get an accurate appraisal of the extent to which we achieved the afore mentioned goals. One hundred eleven students were given a first test and a second test. The average progress for these students was five months in reading, two months in arithmetic and three months in English. The average progress for all students in all subjects was three months as printed in Table III.

The instructional staff was confident that much more progress was made than three months. The average length of stay was two and one half months. Twenty eight students made more than a year's progress. Seven students made more than two year's progress. The student to receive the Efrom, Antley, Davis, Adams, and Rivers award for making the most progress made two years and nine months progress.

Another evaluation of the extent to which these goals were achieved was the number of students who passed the high school equivalency test. The school recommended those students who had reached the age of seventeen and who were achieving at tenth grade level or higher to take the test. There were thirty one students who were achieving at tenth grade level or above. All of them took the test. Twenty three passed the test. Six of those who failed the test had scores above one hundred seventy. The passing score was one hundred eighty.

The California Test of Adult Basic Education was administered to most of the students who registered. There were a few students who had no reading skills and some others who were deaf and had no communication skills. These students were not tested by the California TABE. Three hundred and seventy seven students were tested. They had a reading grade placement of 5.6, an arithmetic placement of 5.9 and an English placement of 5.3. The battery median was 5.6 as printed in Table II.

Enrollment by Counties**Table I**

County	Number	County	Number
Abbeville	2	Greenwood	2
Aiken	21	Hampton	2
Allendale		Horry	6
Anderson	10	Jasper	1
Bamberg	2	Kershaw	4
Barnwell	4	Lancaster	6
Beaufort	9	Laurens	2
Berkeley	13	Lee	2
Calhoun	3	Lexington	55
Charleston	42	Marion	1
Cherokee	2	Marlboro	4
Chester	8	McCormick	1
Chesterfield	6	Newberry	1
Clarendon	1	Oconee	3
Colleton	8	Orangeburg	26
Darlington	7	Pickens	4
Dillon	1	Richland	116
Dorchester	16	Saluda	10
Edgefield		Spartanburg	20
Fairfield	7	Union	4
Florence	11	Williamsburg	
Georgetown	8	York	8
Greenville	14	Out-of-State	4

Enrollment by Race, Sex, and Grade Placement**Table II****Results of the California TABE**

Students	No.	Read.	Arith.	Eng.	Ave.
Female	128	6.0	5.9	6.0	5.9
Male	240	5.6	5.9	4.9	5.5
All	377	5.6	5.9	5.3	5.6

Table III**Results of the California TABE****First Test**

Students	No.	Read.	Arith.	Eng.	Ave.
Female	45	5.3	5.3	5.2	5.3
Male	66	5.2	5.7	4.8	5.3
All	111	5.2	5.6	5.0	5.3

Second Test

Students	No.	Read.	Arith.	Eng.	Ave.
Female	45	5.8	5.4	5.8	5.6
Male	66	5.6	6.1	5.1	5.6
All	111	5.7	5.8	5.3	5.6

Difference in Tests Results

Students	No.	Read.	Arith.	Eng.	Ave.
Female	45	.5	.1	.6	.3
Male	66	.4	.4	.3	.3
All	111	.5	.2	.3	.3

Nine students completed the requirements for standard high school diplomas. These diplomas were awarded on July 2, 1977. Two students will receive their standard high school diplomas after they finish the summer school program.

Project Upreach 1977

The summer program, "Project Upreach 1977," began on June 6th with 91 students enrolled. Fifteen of these students were new students and thirty-five were deaf.

A special four week GED course was offered to give students, scoring from a 9.0 to 12.0 on the TABE, a chance to up-grade their scores and take the high school equivalency test. Sixteen students were enrolled in the GED course. Two students passed the GED test. Students, scoring from a 1.0 to 8.9, were scheduled to attend classes in the Adult Performance Level (APL) Program which provided instruction in Government and Law, Consumer Economics, Health, Community Resources and Occupational Knowledge. Special classes were also assigned to students needing additional work in writing, spelling, vocabulary and personal living skills.

Comprehensive Program for the Deaf

The school served 89 hearing impaired students this year. There were an average of thirty-five of these actively participating in campus activities much of the time. The school provided an instructor trained in deaf education to teach communication and computational skills. The Evaluation Center of the Department of Vocational Rehabilitation provided counseling services and vocational evaluation.

A sign language class was conducted for the school staff. A driver's education program was provided. A full time dormitory aide was employed to work at night and on the weekend to assist with the supervision of the hearing impaired students.

The program received national recognition.

EVENING SCHOOL PROGRAM

The Evening School was provided for adults 18 years of age and older wanting to upgrade their education and work toward receiving a high school diploma. The program was divided into three levels: Basic-grades 1-4; Middle-grades 5-8; and High School-Grades 9-12.

Individualized instruction was provided for each student on the basis of his or her needs.

The total enrollment was 96. Seventy five were residents of Lexington County, 1 from Fairfield County, 1 from Sumter County and 19 from Richland County. Eleven black females and 17 black males were enrolled. Fifty-three of the 96 students were enrolled to take the pre and post achievement test. The results of the first test, second test and the difference are recorded in Table IV.

Table IV

Students	No.	Read.	Arith.	Eng.	Ave.
Female	41	6.7	6.0	6.8	6.5
Male	35	7.6	8.0	6.7	7.4
All	76	7.0	6.9	6.9	6.9

Second Test Results

Students	No.	Read.	Arith.	Eng.	Ave.
Female	41	7.8	7.4	8.4	7.9
Male	35	7.3	6.9	6.4	6.9
All	76	7.5	7.1	7.0	7.2

Difference

Students	No.	Read.	Arith.	Eng.	Ave.
Female	41	1.1	1.4	1.6	1.4
Male	35	.3	1.1	.3	.5
All	76	.5	.2	.1	.3

The average age of these students was 39. Eleven of the Evening School students graduated on July 2, 1977. Five of these earned

standard high school diplomas and six passed the high school equivalency test. Enrichment courses such as art, ceramics, woodcraft, typing, shorthand, and bookkeeping were offered as a part of the Evening School Program. Some of these courses were taught two hours each night for three nights and some were taught for three hours three nights a week.

VOCATIONAL TRAINING

The objective for vocational training was: To develop one or more vocational skills to at least a predetermined level. Training was offered through work scholarships and vocational courses.

Work Scholarship

The Wil Lou Gray Endowment Fund provided work scholarships for any worthy student who met the following criteria: Could not finance his way in school and was not eligible for services provided by any other agency. The recipient had to work an average of ten hours weekly. For this work, his fees of \$949.00 were marked paid and he received \$3.00 weekly for spending money. There were forty students who received work-scholarships during the year 1976-77. Some of these were for a short term only and others were for the entire year. Total cost to the Endowment Fund was \$10,576.00.

Vocational Courses

As a part of the Evening School Program, training in six vocations was provided. The courses were: auto mechanics, building construction, food service, industrial sewing, welding, and horticulture. The students completing the hours of training and doing the required work were given certificates. Of a total enrollment in vocational courses of 125, 14 received certificates for completion of a course. Certificates were awarded as follows: auto mechanics, 1; building construction, 5; industrial sewing, 2; horticulture, 1.

SUPPORTIVE SERVICES

Some of the most meaningful experiences that students of the Opportunity School have had on campus were those out-of-class contacts with members of the staff and other students. Much of the renown that the school has enjoyed in the years gone by was the result of the personal and social adjustment that students were able to make because of these experiences on the campus.

ACTIVITIES PROGRAM

During the after class hours, many types of activities were offered for student enrichment and development. Vocational training was offered Monday through Friday after the regular school hours in a variety of courses.

Each evening of the week each student was provided with a different type activity. On Monday evening, a recent feature length movie was shown. On Tuesday evening, a guidance program was offered supplemented by films and group discussions. These discussions were often led by representatives from the Department of Mental Health, the Department of Health and Environmental Control, and the Drug Response Team. These sessions proved to be very beneficial to many of our students. A group of students from Columbia Bible College provided programs on Wednesday evenings of each week. Their programs not only provided religious enrichment to our students, but provided entertainment as well. Columbia Bible College students treated our students to a weekend of roller skating and bowling. Chapel and vespers were planned weekly on a rotating basis.

Also, during the evening program the staff supervised the students in volleyball, softball, handball, tennis, ping-pong, archery, and swimming. An intramural program in basketball and volleyball enlivened student interest among the dorms. Student-faculty basketball and softball games were played with the faculty winning the games.

Several field trips for the students were planned by the evening staff. The students and staff visited the Riverbanks Zoo, the Statehouse, and the Art Museum. Also, a picnic at Sesqui State Park, a trip to the circus and a concert by the Bi-Centennial Armed Forces Band were among other off campus activities.

Office of the Chaplain:

The chaplain served on a three quarter time basis. The following highlights served to promote the religious life of the students and staff.

Vespers were conducted each Sunday evening at 6 p.m. In these services, religious motion pictures, filmstrips, and outside groups and/or individuals (choirs, speakers, religious plays, etc.) were used. The films and filmstrips served as a basis for discussion in which students engaged freely and without restraint.

Vespers were also conducted on Thursday evening on a weekly alternating basis with chapel on Wednesday morning.

The students were consistently urged to worship at church on Sunday. Emphasis was stressed that there is no substitute for joining other people of God in worshipping in the setting of a church building.

Other activities conducted by the chaplain were: invocations and/or benedictions for special occasions; morning prayer, daily, over public address system; chaperoned students to "special" youth programs at Platt Springs United Methodist Church; counseled students and staff; and selected and previewed films for Monday night entertainment.

Guidance Program

The guidance counselor met with some 170 students individually during the year to make known her availability and to put herself in touch with any needs of the students. Many times students were referred to her by cottage parents, teachers, the vice principal, or others who noted special needs.

Various groups functioned throughout the year to help students develop in relationships with others, to know themselves, and to mature in responsibility. One group that met weekly for most of the year was called a Rap Group. It was conducted by two workers from Drug Response Operations who used Values Clarification Methods. An outing was held for this group at the recreational facility owned by the State-Record Papers as they concluded the year.

A communications group learned Transactional Analysis. They engaged in role play and discussion. Assertive Training Groups were conducted one semester and a Peer Counselor Training Group the other semester. This group was taught and practiced skills in learning to listen and feed back feelings. They touched on Dr. William Glamer's Reality Therapy and Adlerian Family Counseling Methods. Some books were placed in the library on these subjects to be checked out by staff and students. The Peer Counselor Training Group and the Communications Group met together to see a series of films using Transactional Analysis. Discussion followed these.

The Guidance Counselor selected movies to be shown the students on Tuesday nights. These were secured from the Department of Marine Wildlife Resources, Audio Visual Department of the Department of Education and the Department of Mental Health. Special movies on VD were set up twice with the assistance of the Department of Health and Environmental Control.

Lexington County Comprehensive Manpower employed some nine or ten students throughout the year. The guidance office assisted with this.

The Guidance Counselor was permitted to order games especially designed for the handicapped. Six large games for groups and three small games for individuals were ordered from World Wide Games. A game time was then organized by the Guidance Office.

Testing of new students was the job of the Guidance Counselor as well as assisting with checking records of the teachers and adding certain test scores. The Guidance Counselor continued to use the Sixteen Personality Factor Test, the Curtis Completion Form, and the Geist Interest Inventory as needed in personal counseling efforts.

The Guidance Office conferred with the cottage parents, teachers, staff of Vocational Rehabilitation, and the administration as necessary. Contacts were made with Social Security, Social Service, the Health Department, and other assisting agencies.

As sponsor for the graduating seniors, the Guidance Counselor helped the students raise money to celebrate graduation. They earned \$73.00 by washing cars, selling cookies and cakes, and having bake raffles. The school added a small amount of additional money. The group was taken to the Steak and Ale for a special dinner. The counselor also handled the ordering of class rings and graduation invitations.

HEALTH PROGRAM

The objective for the health program was to ensure that each student practice good health habits. Efforts to achieve this were the responsibility of a classroom teacher of health, two recreation therapists, and the school nurse.

Every student was scheduled for two hours minimum per week for instruction which would help the students understand their growth and development physically and in developing attitudes and values for healthy living.

Every student was scheduled for a minimum of two hours weekly in physical activity in the gym under the supervision of a recreational therapist. The activity was adapted to meet the needs of each student and within the capabilities of those who were orthopedically handicapped.

Infirmery

A registered nurse was on duty from 8 o'clock a.m. until 12 noon daily. There were approximately 2200 students seen by the nurse

averaging fourteen students per day. They were treated for headaches, stomachaches, toothaches, colds, and other viral related symptoms as well as minor cuts and bruises. Some had problems relating to their physical disabilities. Students were referred to a doctor when necessary and any student with any serious illness was sent home until he had recuperated.

Several students were hospitalized for recurrent or chronic illnesses. Students on prescribed medication received the medicine from their cottage parents under the supervision of the nurse.

Most of the emergencies treated by the nurse were for students who had seizures in the classroom or for injuries sustained during physical activities.

In November 1976, the "flu" vaccine was given at the school under the direction of the county health department. Fewer cases of the "flu" were experienced this season as compared to last.

In January the infirmary was moved from the old "barracks" to a more modern setting in what was formally "F" dorm. Some much needed equipment was purchased for the infirmary.

CONTINUING EDUCATION

The administration defines continuing education as those experiences outside the scope of the formal education provided in grades one through twelve. Even though an objective was not set for the continuing education program many activities were provided as reported herein. More than five thousand people were on the campus for programs scheduled from an hour in length to three hours. Some of the organizations which used the facilities were the American Legion Contest, the Adult Education Workshop, the Wil Lou Gray Reading Council, and the S.C. Association of Public and Continuing Adult Education.

Alumni Affairs

The Alumni Association continued to plan for well attended activities. Several planning meetings were held during the Fall and Spring. The Christmas Banquet on December 4, 1976 was a grand occasion dedicating the Library in honor of Dr. Marguerite Tolbert, former Assistant Director. Many alumni and friends came to participate in and enjoy the ceremonies.

Throughout the year, alumni visited campus to familiarize themselves with the campus and the new buildings and to visit the staff. One alumnus donated books to the library.

Reunion of Alumni was held June 18, 1977 as the summer activity. Approximately 40 families visited the campus for this event. Representatives from classes 1939-77 were in attendance. Some of the faculty and staff joined the activities. The afternoon began with "Get Acquainted" games. A display of crafts was demonstrated by Mrs. Alda Turner, a former employee. Many enjoyed visiting the Archives Room, library and other campus sites as they reminisced over their Opportunity School days. A cookout was enjoyed with grilled hot dogs and hamburgers with all the trimmings and delicious homemade ice cream.

Pledges were still being received from individuals that pledged by joining the \$500.00 Club. Palmetto Patriots games remained on sale. Approximately 850 games have been sold.

**WIL LOU GRAY OPPORTUNITY SCHOOL
FINANCIAL STATEMENT
1976-77**

	Budgeted	Expenditures
Administration	\$116,388	\$ 124,357
Educational Program	253,751	260,269
Infirmery	4,711	5,199
Plant Maintenance	216,382	222,919
Food Service	163,470	158,933
Social Adjustment	69,252	65,907
Vocational Evaluation Center	41,582	38,493
Federal Programs	<u>130,157</u>	<u>124,275</u>
	\$995,693	\$1,000,352
 Source of Income		
State Appropriations	\$ 586,660	
Federal Programs	170,812	
Institutional Revenue	<u>242,880</u>	
	\$1,000,352	