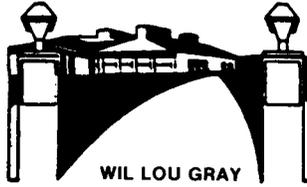


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OPPORTUNITY SCHOOL



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ANNUAL REPORT

1984-85

**WIL LOU GRAY
OPPORTUNITY SCHOOL**

**ANNUAL REPORT
1984-85**

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WIL LOU GRAY OPPORTUNITY SCHOOL
BOARD OF TRUSTEES

The Honorable Richard W. Riley, Governor, Ex-officio

The Honorable Charlie G. Williams, State Superintendent of Education, Ex-officio

| | | |
|--------------------------------|---------------|--------------|
| Mrs. Hannah Meadors (Chairman) | Columbia | July 2, 1989 |
| Mr. DeVon Belcher | Easley | July 2, 1988 |
| Mr. Walter Dahlgren | Anderson | July 2, 1987 |
| Dr. Marvin Efron | West Columbia | July 2, 1988 |
| Mrs. Mickey Lindler | Cayce | July 2, 1989 |
| Mrs. Wilhelmina McBride | Columbia | July 2, 1988 |
| Mr. Vince Rhodes | West Columbia | July 2, 1987 |
| Dr. Louise T. Scott | Florence | July 2, 1987 |
| Ms. Linda Spivey | Columbia | July 2, 1988 |
| Mrs. Elizabeth Thraillkill | Ft. Lawn | July 2, 1989 |
| Ms. Patricia Watt | Lexington | July 2, 1989 |
| Mrs. Olive Wilson | Williamston | July 2, 1988 |

ADMINISTRATIVE STAFF

Sam F. Drew, Jr.....Superintendent

John Robinson.....Principal

Gloria L. Lloyd.....Personnel Specialist

Jonnie Spaulding.....Director of Educational Support Services

Pat G. Smith.....Director of Facilities and Supportive Services

John W. King.....Accounting Manager

INTRODUCTION

For more than 60 years the Opportunity School has served the people of South Carolina. From its founding in 1921 by the late Dr. Wil Lou Gray, to the present day, the school has educated and provided vocational life skills training to some 27,000 citizens of our State. Throughout that time the school has adapted its mission to meet the critical needs of the day. Its efforts in the beginning were focused on the large population of farm women who missed their chance for an education when they were needed to work the farms. Later it served veterans of the Second World War and the Korean War. 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 served fully, at the time, by the public school system. Throughout this time the school operated with scant fiscal resources. After becoming a State agency in 1957, the school received annual appropriations from the State, however, those appropriations averaged only 60% of the annual operating budget. Today the State underwrites a larger share of the annual operating cost of the school. However, the school still depends on institutional revenue to make up the difference.

South Carolina now stands in the midst of sweeping change in its educational system. This change promises a brighter future for today's young South Carolinians. The public schools are being called upon to provide an even broader range of services than they have been required to provide through the State and Federal mandates of the past several years. Many students, especially those with behavioral impairments, severe academic deficiencies, non-supportive home environments and other factors which place young people at risk of not succeeding in the traditional school setting, will find it increasingly difficult to succeed in the face of stiffened academic requirements. The number of truancy cases handled last year is evidence of this. Presently, our public school system is strengthening its efforts at keeping these young people in school. The increase in remedial programs certainly will provide additional help for those with academic deficiencies. Even so, some students will "fall through the cracks", especially those with home environments which contribute to their lack of success. These are students who often respond positively to a residential school environment and are the students best served by the Opportunity School. Thus, the current focus of the school, that of an alternative setting for young people, who are at risk of dropping out of school, and in general, failing to make the transition between school and the workplace, is no less relevant than past missions. During the past year, the Legislature appropriated additional funds to the Opportunity School to help serve the growing population of truant. Although some of our funds were later cut in efforts by the Legislature to balance the budget, we still will be able to provide a program for truant youth during FY 86.

AGENCY MISSION STATEMENT

The Wil Lou Gray Opportunity School exists to serve those citizens of South Carolina at least fifteen years of age who are most at risk of:

1. Dropping out and not completing their education, and/or
2. Not making the transition from public schools to the work force, and whose home-school-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 environment, to prepare and assist them to achieve independence as soon as possible.

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

1. Compensatory Education
2. Intensive Vocational Training
3. Pre-Employment Training
4. Job Placement
5. Counseling
6. Medical/Health.

The school will work with the other systems and agencies to provide resources and facilities which compliment its own facilities and resources, thus avoiding duplication of services.

HISTORY

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 Tammassee, 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 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 14 to 51 and representing 13 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 W.D. Dray, Dean of Education, Chicago University, and Dr. J. W. Tilton of Yale University. This study, with 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 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 the 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 the 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.

In 1974 the Legislature renamed the school the Wil Lou Gray Opportunity School to honor its founder.

Modern facilities have replaced temporary Air Base buildings which served over 20 years. Revising and expanding its programs to meet changing needs, in a homelike atmosphere, the Opportunity School continues its mission of providing educational opportunities to those who, for a variety of reasons, are not successful in traditional programs. Today, the school's services are greatly expanded to include remedial educational, vocational education, job counseling and psychological counseling. Resources provided by the school are targeted toward the needs of young people at risk of dropping out of school and/or failing to make the transition between school and the workplace.

During the 60 years of service to people, the school has enrolled 27,861 students. Of this number 1,303 have graduated by passing the high school equivalency test, 53 have earned a standard high school diploma and one has earned a recently instituted special education certificate. Many more have been provided job skills training and placed in productive work. The school was accredited by the State Department of Education in 1975 and since that time has been given the privilege of awarding standard high school diplomas to any student who earns 18 or more Carnegie Units.

LEGAL STATUS

The school is an agency of State Government chartered for the purpose of providing out-of-school youth 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 serves a term of four years. The Governor of the State and the State Superintendent of Education are ex-officio members of the Board.

CENTRAL ADMINISTRATION

The organizational chart (figure 1) on page 1 presents the organizational structure of WLGOS. The Superintendent is the immediate executive head of WLGOS. He is responsible for the day-to-day operations of the school and administers under the authority of a 14 member Board of Trustees.

The administrative staff are as follows:

Mr. Sam F. Drew, Jr., Superintendent
Ms. Gloria L. Lloyd, Personnel Director
Mr. John Robinson, Principal
Dr. Jonnie Spaulding, Director of Educational Support Services
Mr. Pat G. Smith, Director of Facilities and Administrative Support Services
Mr. John W. King, Accounting Manager

The central administrative personnel have overall responsibility for long and short-range planning and for accomplishing the major goals and objectives of WLGOS.

LONG RANGE GOALS

The long range goals of the Opportunity School are divided among four general goal areas:

- 1) Service Delivery
- 2) General Operations
- 3) Plant Operations
- 4) Public/Relations/Institutional Development.

The Board working with the Superintendent has set the following long range goals, to be completed by FY 88:

A. GOAL AREA - SERVICE DELIVERY

- GA1 Clearly defined school mission(s) and profile(s) of students to be served by the school.
- GA2 Will Lou Gray Opportunity School programs closely aligned with identified statewide needs.
- GA3 Will Lou Gray Opportunity School more closely tied to mainstream of public education in South Carolina.
- GA4 Diverse program serving several clearly defined populations-each with special needs.
- GA5 All Will Lou Gray Opportunity School programs operating at full capacity.
- GA6 An educational program that has more balance than present, (i.e.) emphasizing social recreational, emotional adjustments as well as academics.
- GA7 An educational program that is totally individualized to meet the special needs of each client served (e.g.) high school diplomas, GED, vocational training and basic skill tutoring.
- GA8 Will Lou Gray Opportunity School as a practicum site for:
 - A. Pre-service teacher training,
 - B. In-service teacher training,
 - C. Counselors/school psychologists,
 - D. Social workers.
- GA9 Expanded vocational program that provides training for job skills in select areas with high employment potential.
- GA10 Series of training booklets, bulletins, etc. that provide training matter for teacher/administrators working with students with a problem.
- GA11 Utilization of Will Lou Gray Opportunity School staff housing for other programs to be identified.
- GA12 Will Lou Gray Opportunity School serves as a broker of information on and services for the dropout and truant in South Carolina.

B. GOAL AREA - GENERAL OPERATIONS

- GB1 Development of yearly legislative agenda built around long range plan for agency development.
- GB2 Development of internal budget process resulting in yearly budget requests matched to agency needs.
- GB3 Re-codification/update of Board policies.
- GB4 Review and modification of language for Board elections.
- GB5 Agency operation free of internal audit exceptions.

C. GOAL AREA - PLANT OPERATIONS

- GC1 Twenty-year renovation completed
 - Roofing
 - Mechanical overhaul-heating AC systems
 - Aluminum siding
 - Removal of hazardous material
- GC2 Provisions made for housing additional students
 - New construction
 - Utilization of present facilities
 - Renovation of barracks
- GC3 Campus electrical conveyances returned to SCE&G or retained by the agency and updated.
- GC4 Use of existing facilities to create multi-purpose faculty/alumni house, Board Room and training facility.
- GC5 Indoor swimming pool constructed.
- GC6 Agency vehicle fleet updated.
 - Car
 - Trucks
 - Tractor
- GC7 All grounds equipment replaced.
- GC8 Campus residency requirement removed and staff housing used for other purposes/programs.

D. GOAL AREA - PUBLIC RELATIONS/INSTITUTIONAL DEVELOPMENT

- GD1 Alumni organization re-cultivated-yearly functions scheduled and well attended.
- GD2 Closer relationship cultivated with news media, immediate community, and statewide resulting in broad based support for the Wil Lou Gray Opportunity School.
- GD3 Greater awareness by the South Carolina educational community of purpose/goals of the Wil Lou Gray Opportunity School.
- GD4 Increase the amount/volume of corporate gifts of the Wil Lou Gray Opportunity School.
- GD5 Increase the amount of donations by alumni and friends of the Wil Lou Gray Opportunity School.
- GD6 Private non-profit foundation providing additional monetary support for special projects.
- GD7 More competitive investments of endowment corpus to secure additional scholarship funds.
- GD8 Twenty-five per cent increase in State funding to reduce institutional burden.
- GD9 Increase the amount of federal dollars to fund additional programs which will meet the mission of the Wil Lou Gray Opportunity School.
- GD10 Develop special projects in conjunction with a vocational program which provides funding for program operations.

FY 1985 GOALS AND ACCOMPLISHMENTS

GOAL AREA A: SERVICE DELIVERY

GA 1.1 By June 30, 1985, to assist the Mission Committee through planning and logistical support to gather all information necessary to complete its mission report to the Board.

RESULTS: Planned, coordinated and provided logistical support for three fact-finding meetings of the Board's Mission Committees. Committee was able to gather first hand data, from South Carolina practitioners working with the Governor's Office, school districts and special statewide projects, on the pressing needs in South Carolina that the Wil Lou Gray Opportunity School might help alleviate. Work of the committee will be completed in Fall of 1985.

GA2/3.1 To align Wil Lou Gray Opportunity School programs legislatively with at least one major identified statewide need related to public education and expand service delivery funding to help meet that need.

RESULT: Legislative proviso developed and passed in 1985 legislative session which calls for Wil Lou Gray Opportunity School programming to meet needs of growing statewide truant population. Additionally, appropriation obtained to meet this need.

GA6.1 By August 15, 1985, to design and implement a case management system which assesses the educational, vocational, social, emotional and recreational needs of each student attending the Opportunity School and design an individualized program to meet these needs.

RESULT: Case Management system designed utilizing ten of staff. Outline for Personal Program (OPP Plan) is designed for each student based on his/her needs. System was implemented over the year and presently is undergoing refinements for the 1985-86 year.

GA 6/7.2 By June 30, 1985, to develop a computerized data-base on all students who attend the Wil Lou Gray Opportunity School to assist in case management of each student.

RESULT: Developed categories of data to be collected, reports to be generated. Reviewed available computer data bases and settled on one that best suited needs of Wil Lou Gray Opportunity School. Contracted with computer consultant to program data base. Trained key staff in the use of the data base. Program is ready to use for 1985-86.

GA7.1 By June 30, 1985, to work with a staff committee in planning and developing a diagnostic-prescriptive instructional methodology that is totally individualized, teacher managed and with computerized record keeping and reporting.

RESULT: Curriculum objectives and instructional intervention developed. Contract let with local company to build objectives into computer program. Instructional building redesigned to accommodate three G.E.D. individualized instruction labs. In-service on individualized instruction scheduled for beginning of 1985-86 school year.

GA8.1 To establish in conjunction with the USC School of Social Work, Wil Lou Gray Opportunity School as a practicum site for social workers by September, 1984.

RESULT: Wil Lou Gray Opportunity School to be used by the USC School of Social Work as a training site for social work practicum students. Two students assigned to the Opportunity School during first year.

GA9.1 Modify the Passport Program developed by the National Institute for Work and Learning to meet the needs of Wil Lou Gray Opportunity School students and implement on a pilot basis by March, 1985.

RESULT: Worked with the Institute for Work and Learning to modify Passport Program. Held two training sessions, with select staff members in the use of the Passport Program. Program operated successfully on a pilot basis with twenty five students. Utilized members of local Kiwanis Club as volunteers to help students develop passports.

GA12.1 By June 30, 1985, to initiate the development of a campus training center to be utilized for in-house training of our faculty and staff and for periodic training programs for other school district personnel statewide on issues pertaining to school dropouts, alternative educational programs and truants.

RESULT: Facility identified and construction modification 60% completed by June 30, 1985. Facility will be adequate to accommodate a group of about sixty. Four breakout rooms will each handle fifteen participants.

GOAL AREA B: GENERAL OPERATIONS

GB2.1 By September, 1985, to provide a budget process that involves all Department Heads in identifying needs and developing departmental budgets which meet these needs and became part of the overall agency's budget.

RESULT: Department heads now submit individual budgets to Director's office based on departmental needs. These budgets are incorporated into the agency's overall budget request. Beginning 1985-86 each department will track and be accountable for its own operational spending.

GB5.1 By May, 1985, to develop financial accounting and purchasing procedures so as to eliminate past audit exceptions and prevent future audit exceptions.

RESULT: Written revised procedures which address all procurement and fiscal audit exceptions and suggestions. Procedures delineate the specific functions of procurement and accounting within the agency. 1984 fiscal audit resulted in only one minor exception.

GOAL AREA C: PLANT OPERATIONS

GC1.1 To secure legislative funding for complete re-roofing of all Wil Lou Gray Opportunity School facilities.

RESULTS: Secured funding for this project (\$125,000) in the 1985 Bond Bill, however, the Legislature failed to pass the Bond Bill for this year. Expect the project to be funded in the Bond Bill to be passed for 1986.

GC1.2 By June 30, 1985, to secure legislative funding for replacing the Wil Lou Gray Opportunity School heating and air-conditioning system.

RESULT: Secured funding for this project (\$125,000) in the 1985 Bond Bill, however, the Legislature failed to pass the Bond Bill for this year. Expect the project to be funded in the Bond Bill to be passed for 1986.

GC3.1 By June 30, 1985, to secure legislative funding for complete renovation of the utility lines on the Wil Lou Gray Opportunity School campus.

RESULT: \$130,000 secured in part III of the Appropriation Act. This amount will be sufficient to completely overhaul the utility lines, bringing them up to existing code.

GC4.1 By June 30, 1985, to initiate the development of a campus faculty/alumni house using existing facilities and resources.

RESULT: Facility identified and construction modifications 60% completed by June 30, 1985. Interior construction being completed by existing staff and two temporary part-time employees utilizing existing personnel/funds surplus projected for 1984-85. The facility will double as a Board and Archives Room.

GC5.1 By June 20, 1985, to obtain funding to build a natatorium for student instructional and recreational use.

RESULT: Requested funding of the Joint Bond Review Committee and lobbied members of the Committee for funding. We were not successful in getting this item funded in Bond Bill for next year.

GC6.1 To replace all agency vehicles used for transportation of staff, students with new, reliable and economical vehicles and to secure one additional van for transporting students using existing equipment money.

RESULT: All vehicles replaced using existing equipment money. New van, station wagon and two economy sedans purchased.

GOAL AREA D: PUBLIC RELATIONS/INSTITUTIONAL DEVELOPMENT

GD 3.1 By May, 1985, to design and initiate a quarterly newsletter to be distributed to alumni, school districts, other agencies and elected officials.

RESULT: Newsletter designed and professionally printed. One issue produced in 1984-85 and widely distributed to agencies, school districts and other interested parties.

GD3.2 To revise the Wil Lou Gray Opportunity School brochure listing its new programs/purposes, and disseminate the new brochure statewide.

RESULT: Brochure was revised and professionally printed. Brochures were mailed to all school districts, state agencies, and legislators. Additionally, new brochure was used with all application packets and was distributed at four major conferences during the year.

GD6.1 By May, 1985, develop draft by-laws as step 1 in the formation of a non-profit foundation.

RESULT: Draft by-laws developed and presently under review by the Board's Ad Hoc Committee.

GD7.1 By August, 1985, to discuss with the State Treasurer's office the investment potential for the Opportunity School's endowment with the purpose of increasing the endowment corpus and securing additional annual income for scholarships.

RESULT: After consultation with the Treasurer's office, endowment holdings were sold and reinvested in Municipal Bonds. The sell off resulted in almost doubling our corpus resulting in approximately a 200% increase in interest revenue for scholarships.

EDUCATION AND VOCATIONAL DIVISIONS

PURPOSE

The Education Division seeks to provide students attending the Opportunity School with the highest level of academic skills those students can master. The division assesses the academic needs of each student and provides an individualized instructional program to meet those needs.

The Vocational Division seeks to provide students with occupational development in order to enhance their personal lives. The division encourages students to function in a mature manner and to achieve independence as soon as possible.

ORGANIZATION AND OPERATION

The Educational and Vocational Divisions are housed in modern classroom buildings of approximately 35,000 square feet. The divisions consist of a principal, a secretary, vocational counselor, a librarian, and 25 class-room, special education and vocational teachers. All instructional personnel are fully certified through the South Carolina Department of Education.

The Education Division operates a fully accredited high school, offering a Carnegie Unit High School Diploma. It also offers a GED preparation program, remedial reading and math courses. Four specific educational resource teachers operate resource labs designed to supplement instruction received by special education students in the regular classroom. The division provides individualized educational programs for each student using a case management team approach where individualized needs are assessed and addressed.

The Vocational Division operates a fully accredited high school offering of vocational courses. The course offerings include:

Office Occupations Education provides entry level skills for students desiring to work in office and business related occupations. Practical experience is included (one teacher).

Marketing and Distribution Education provides introduction to the field and associated entry level skills to business. Practical experience is included (one teacher).

Consumer and Homemaking provides practical experience and information related to consumer education, foods, clothing, personal and family relationships, independent living, housing and home furnishing, and child care (one teacher).

Food Service provides entry level skills for students desiring to work in food service. Extensive practical experience is provided through the school cafeteria and through a six-week assignment for related work in an off-campus station (one teacher).

Nursing Technician Training provides entry level skills for students desiring to work in positions related to nursing care. Extensive practical experience is provided through a six week assignment in local off campus nursing facilities (one teacher).

Auto Mechanics provides entry level skills for students desiring to work in jobs related to the field. Practical on-hand experience is provided throughout the year (one teacher).

Building Construction provides entry level skills for students desiring to work in jobs related to carpentry and building trades. Practical experience is provided through a variety of building projects throughout the campus (one teacher).

ENROLLMENT

Total students served during 1984-85:

| | <u>Male</u> | <u>Female</u> |
|--------|-------------|---------------|
| Black: | 68 | 30 |
| White: | <u>103</u> | <u>47</u> |
| | 171 | 77 |

Age Range of Students:

| | | |
|---------------|---------------|---------------|
| 15 years - 31 | 16 years - 74 | 17 years - 68 |
| 18 years - 33 | 19 years - 21 | 20 years - 7 |
| 21 years - 4 | 22 years - 2 | 23 years - 2 |
| 24 years - 3 | 25 years - 3 | 27 years - 4 |
| 28 years - 2 | 29 years - 1 | 37 years - 1 |

Enrollment by Counties:

| | | |
|------------------|-----------------|------------------|
| Aiken - 8 | Florence - 7 | Saluda - 1 |
| Allendale - 2 | Georgetown - 12 | Spartanburg - 3 |
| Anderson - 2 | Greenville - 4 | Sumter - 10 |
| Bamberg - 2 | Greenwood - 1 | Union - 1 |
| Barnwell - 2 | Horry - 2 | York - 4 |
| Beaufort - 9 | Jasper - 1 | Out of State - 1 |
| Berkley - 4 | Kershaw - 2 | |
| Calhoun - 1 | Lancaster - 2 | |
| Charleston - 37 | Lauren - 2 | |
| Chesterfield - 1 | Lee - 1 | |
| Clarendon - 3 | Lexington - 49 | |
| Colleton - 1 | Marion - 1 | |
| Darlington - 4 | McCormick - 2 | |
| Darlington - 2 | Oconee - 3 | |
| Dorchester - 8 | Orangeburg - 6 | |
| Edgefield - 1 | Pickens - 1 | |
| Fairfield - 1 | Richland - 43 | |

Total Students Served For 1984-85: 248

GRADUATES

Vocational: 66
 Carnegie Units: 10
 GED: 22
 Total: 98

The Opportunity School is proud of its record of success with students. None of the students we served were succeeding in the regular school system. Many had already dropped out of school. Approximately 60% had behavior problems that impeded their progress. Through our work and their determination these young people are now on their way to becoming productive citizens.

ACCOMPLISHMENTS

The School Improvement Plan was evaluated and revised. Revisions included restructuring of the GED Program. Two new GED Labs will be created during the summer. The labs will utilize a team teaching approach with computer assisted and computer managed instruction.

A handbook, outlining requirements for certificate and diploma programs that were established for students attending the Wil Lou Gray Opportunity School, was developed and distributed.

The Student Council sponsored several projects: A Halloween Carnival, Saint Patrick's Day Dance, Spirit Day, Sweetheart Ball, Christmas Dance, and Easter Talent Show. The council also sponsored a dinner to recognize new officers and teachers. The speaker was Ms. Vivian Martin, a State Officer, from Columbia High School.

Eight teachers and one administrator earned three graduate credits by enrolling in a course entitled "Reading in the Content Area". The course was taught by Dr. Sondra Holt of U.S.C.

During the school year various teachers and staff attended the following seminars and workshops:

- Basic Skills Awareness Conference
- South Carolina Science Convention
- Student Council Advisors Workshop
- South Carolina Vocational Education Teachers Workshop
- Wil Lou Gray Reading Council
- International Reading Association
- S.C. Alcohol and Drug Studies Program.

The Art Department designed and constructed a float for the Columbia Christmas Parade and won the highest award "Grand Marshall's Award". The Art Department also participated in the artist-in-residence program.

Field trips were made to the State Record, Robert Mills Preston House, Fort Jackson Military Museum, Planetarium, Art Museum, State House Grounds, the Mental Health Center and Charter Rivers Hospital.

Miss Opportunity School Pageant was held May 9, 1985, and it was a gala affair. Twenty eight lovely girls and their escorts participated. The top three winners received gift certificates, trophies, and flowers. All participants' pictures were sent to their hometown newspapers.

Our Annual Athletic Banquet was held on May 22, 1985. Special awards were given to each physical education student. Trophies were awarded for sportsmanship, achievement, and most valuable player in all sports.

EDUCATIONAL SUPPORT SERVICES

PURPOSE

The purpose of the Division of Educational Support Services is to provide those services which support and supplement the academic/vocational offerings of the school and to provide services which will enhance personal development of all students. The services provided include Psychological/Social Services, Recreation/Dorm & Campus Life, Health/Medical Services, Special Projects, and all aspects of individual development designed to enhance the personal lives of students, equip them to function in a mature manner and to achieve independence as soon as possible.

ORGANIZATION AND OPERATION

The Division of Educational Support Services is headed by a Director who is responsible for the general planning, implementation and supervision of all programs. The Psychologist, Dean of Students and Nurse Practitioner report directly to the Director of Educational Support Services.

PSYCHOLOGICAL/SOCIAL SERVICES

Psychological/Social Services were provided by a Psychologist I and one Counselor, under the direct supervision of a Psychologist III.

COUNSELING

Services are provided for individuals, families and groups, with referrals from faculty, staff, families, etc. Counseling is scheduled day and/or evening, not to interfere with academic classes unless considered an emergency.

TESTING

Testing services include administering standardized achievement tests to all students. A psychological evaluation is administered to those students whose behavior and/or history indicate the need. Testing services also include administering and interpreting individual and group testing for intelligence, aptitude, personality, interests, etc.

SPECIAL EDUCATION

Special education services include evaluation, identification and placement into special classes. Other responsibilities include coordination of the program involving special teachers, S.C. Department of Education program for the handicapped and the associated/required vision, hearing and speech screening.

CHAPTER 1

Administration of the Chapter 1 Federal Program according to the specifications set out in P.L. 94-142 is a function of Psychological/Social Services.

STUDENT AFFAIRS

Student Affairs Services were provided by one Recreation Specialist, ten Dormitory/Youth Counselors and two part time recreational and weekend staff persons, under the direct supervision of a Dean of Students.

RECREATION

Sports include softball, basketball, football, and volleyball for both males and females, including intramural and extramural activities.

Leisure programs engage students in a wide variety of other activities such as tennis, golf, board games, camping, karate, arts and crafts, dances, talent shows and other such activities. A large number of students participate in the Explorer Posts with scheduled activities throughout the year. Those activities include many special services provided to the community by Explorer members.

DORMITORY/CAMPUS LIFE

A variety of activities are offered which are designed to help students with their social and personal adjustment. Special needs of students are addressed in programs related to alcohol/drug abuse, aggressive behavior, and other concerns. Many of these activities are coordinated with Psychological/Social Services.

HEALTH/MEDICAL SERVICES

One Nurse Practitioner provides Health/Medical Services, working under standing orders from a licensed physician. DHEC also serves in an advisory capacity.

Immunization: This service is responsible for obtaining and maintaining immunization records on all students in compliance with existing regulations.

Health Maintenance: Students receive services of the Nurse Practitioner under standing orders of a licensed physician and with parental permits. Referrals are made to area physicians and hospitals.

PREVENTIVE PROGRAMS

Programs on a variety of subjects are coordinated by the Nurse Practitioner, many of which bring in other outside health agencies.

SPECIAL PROJECTS

A variety of special projects are accomplished as needs arise or as opportunities occur. Such projects are coordinated by the Director of Educational Support Services, utilizing the expertise of various staff members as appropriate.

ARTISTS IN RESIDENCE

Through a special program sponsored by the South Carolina Arts Commission, a school may be awarded matching funds to be used in providing both performances and instruction by approved artists.

VOLUNTEERS

The program is designed to provide volunteers from the local area who will give of their particular expertise in providing for special needs of students. Such volunteers offer their time in providing transportation to church and other religious activities, tutoring, and recreational leadership.

PRACTICUM PLACEMENTS

Universities and colleges in the State often need placement sites for practical experiences for their students. Of particular benefit to the school are those related to social work, guidance/counseling and recreation.

ACCOMPLISHMENTS

Case Management: The entire Division of Educational Support Services was involved in developing and implementing case management services for each student in the school. A team, made up of the homeroom teacher, the dorm counselor, members of Psychological/Social Services, Student Affairs, Health/Medical Services and any other appropriate personnel, worked with the student in developing an Outline for Personal Progress (OPP). Needs were assessed, goals and objectives were identified, strategies devised, and monitoring and evaluation accomplished. Case management has greatly strengthened our program and, with refinements, will constitute the basis for all future service delivery. In conjunction with case management, a data base is being developed which should provide valuable statistics for future use.

New Programs: A new program developed by Division of Educational Support Services in cooperation with the Education Division and implemented for the first time during the 1984-85 school year was a behavioral intervention/adjustment program referred to as the In-House Suspension Program.

A facility was provided, staffed by a certified teacher and a youth counselor, to which misbehaving students could be referred. They were provided with regular class work, received intensive counseling and were exposed to programs and activities designed to address their own particular problems. Again, very positive results were seen and the program, with refinements, will be used in the coming year.

PSYCHOLOGICAL/SOCIAL SERVICES

Counseling Individual:

- *All in-house students counseled daily
 - *All referred students were counseled individually
 - *3 counselors saw individual students
- (Counseling contact hours for a total of 1535)

Group Counseling:

- *Awareness/assertiveness groups held once a week
 - *EH class held daily with EH teacher and a counselor
 - *Alcohol/drug abuse group held daily
- (Total counseling of groups estimated to involve approximately 520 hours)

Family Counseling:

- *Several families were counseled
- (Total counseling of families estimated to involve approximately 105 hours)

Testing:

- *All students entering the school were given academic achievement tests
- *80 students were given psychological evaluations
- *Other tests were given as needs indicated

Special Education:

- *143 students were identified and placed in special classes
- *Coordination of program involving six special education teachers
- *Work with audit team from S. C. Department of Education and the development and updating of necessary forms

Chapter I:

- *Coordination of Chapter I Federal Program
- *Writing of grant application which was approved
- *Completion of necessary Chapter I evaluation

STUDENT AFFAIRS

Recreation: Organized softball, basketball, football and volleyball leagues were formed for both males and females. The Fourth Annual Christmas Basketball Tournament was held on campus with teams from the Columbia area participating.

Students were engaged in a wide variety of recreational activities such as shuffleboard, billiards, golf, table tennis, tennis, camping, karate, arts and crafts, modeling, sewing, etc. Disco dances, talent shows, open dorm parties and similar programs were scheduled each month.

One half of the student body was registered with the Explorer Post. Community Services Projects included Red Cross Blood Drives, a Christmas Senior Citizen Program, Campus Clean-Up Programs, restoration of St. John's church necessitated because of vandalism, and other such activities. The Explorers served on a regular basis as ushers and a First Aid Unit for the U.S.C. games.

Dormitory/Campus Life: Activities provided during out of class hours and during weekends are the responsibility of this department. A great variety of activities were offered for students to help with their social and personal adjustment. Activities to combat drug and alcohol abuse among the school population were emphasized. Other topics addressed were sex education and aggressive behavior. Many of these programs were carried out in cooperation with Health/Medical Services and Psychological/Social Services.

To encourage and recognize excellence, a Positive Reinforcement Program was continued during the year. Dorms with high percentages of students attending classes and meetings, passing room inspections, participating in group activities and not being involved in disciplinary actions were rewarded for their successes. Awards consisted of passes, special dinners and plaques.

HEALTH/MEDICAL SERVICES

Immunization: Records were obtained and maintained on all students enrolled in the school in compliance with existing regulations.

Health Maintenance: Students were served according to their needs. When considered appropriate, they were referred to doctors and hospitals in the area. Clinic visits by students averaged more than 400 per month over the entire school year.

Physical examinations were completed on all students.

Students were assessed and followed by Nurse Practitioner.

Close working relations were maintained with Health Department.

Preventive Programs: Such programs were initiated by the Nurse Practitioner on some occasions and by others in the department on some occasions. They dealt with such topics as Sex Education, Alcohol/Drug Abuse and other appropriate topics. Approximately 95% of the student body was involved in either individual or group activities related to such preventive programs. Estimated contact hours per student during the year would range from 5 to 10 hours. Results of these efforts were:

- *Some students stopped smoking
- *Some students accomplished recommended weight loss
- *No venereal diseases were reported from January to May
- *Reports of pregnancies declined

SPECIAL PROJECTS

Artists in Residence: Matching funds from the S. C. Arts Commission helped in providing for three excellent performances by groups and three one-week residencies by outstanding artists.

Volunteers: Volunteers during the year included various individuals who assisted in recreational programs, groups who provided music for dances and for chapel programs, a minister who offered Bible classes and counseling, other agencies who served as speakers or consultants on topics related to student needs, the Optimists' Club honoring students in a variety of ways, various businesses and corporations which contributed monetarily or materially to the school, judges for the Miss Opportunity School Pageant, parents and community residents who served on the Advisory Council, the Board of Trustees who have given of their time and expertise, individuals who donated a variety of material goods as prizes or for special needs, a Sunday School class that donated money for a bicycle to be used for transportation for working students, and many employees who gave of their own time, energies and belongings to make a better program for students.

It is estimated, conservatively, that 762 hours of volunteer services were provided the school which should carry a value of from \$6,000 to \$10,000. In addition, gifts of money and goods, not including a large number of books donated to the school by publishers, are estimated to carry a value of around \$10,000. Publishers donations are estimated to be worth approximately \$100,000.00.

Practicum Placements: Two U.S.C. graduate students completed their practicum requirements for social work under the supervision of Psychological/Social Services.

Eight students from U.S.C. completed a course requirement for a 15 hour practical experience by serving as tutors or assistants in recreational activities.

WORKSHOPS ATTENDED BY EDUCATIONAL SUPPORT SERVICES PERSONNEL

1. Vocational Curriculum Development - 3 members
2. Crisis Counseling - 1 member
3. CASE - Services for the Handicapped - 2 members
4. Depression-Suicide Workshop - 2 members
5. Truancy Workshop - 1 member

6. "How to Spot Student with Alcohol/Drug Problem" - 2 members
7. Conference for Marriage & Family Therapists - 2 members
8. Hearing Officers Training - 1 member
9. Meeting with School Psychologist & Counselors of Charleston
10. Mental Health Open House - 1 member
11. Stress Workshop - 1 member
12. Monthly Therapists Training Workshops - 2 members
13. Special Service - Computer Information - 1 member
14. Family Communication Workshop - 1 member
15. Institute for Coordinators of Programs for Handicapped - 1 member
16. S.C. School of Alcohol/Drug Studies - 1 member
17. CPR Renewal Class - 1 member
18. "Multi Media First Aid" taken by several members of the department and offered to students as well
19. SKIP Program - 2 members
20. Prevention of Aggressive Behavior - 2 members
21. Artists in Education Workshop - 1 member
22. Several workshops sponsored by Governor's Office, Division of Volunteer Services - 1 member
23. U.S.C. course "Helping Families Cope" - 3 hrs. grad. credit. completed by 2 members
24. Computer workshop on WORDSTAR - 1 member
25. Attendance at Foster Grandparents Program meetings - 1 member

FUTURE NEEDS/DIRECTIONS

Additional Youth Counselors: In order to more adequately meet needs of students it will be necessary to increase the ratio of counselors to students. It is of particular importance that trained counselors be available to students during the after school and evening hours and that their responsibilities allow them the time necessary to do a great deal of individual counseling.

Training for Youth Counselors: Additional training for all youth counselors is needed on a regular, planned schedule in order to update and increase their counseling skills.

Volunteer Programs: Present volunteer programs need to be expanded and new ones developed. In order for this to happen in an organized and effective manner, additional clerical assistance will be needed and funds made available for training and orientation of both staff and volunteers. More adequate systems of documentation and methods of recognition for volunteers need to be implemented.

Practicum Placements: Additional practicum placements need to be arranged with emphasis on the areas of our greatest needs, social work and counseling. It is of particular importance that these placements schedule the experiences during hours when needs of our students are greatest.

Case Management: It is of extreme importance that the case management system be continually evaluated, up-graded and refined. For these services to fully meet student needs, it will be necessary to increase the number of personnel in all areas of the Division of Educational Support Services.

Data Base: In order to assure better accountability for our work and to provide direction for future efforts, the data base must be refined and extended on a continuing basis. For it to be put to really effective use, training must be provided for personnel responsible and provision made for them to have adequate time to use it.

Cooperative Efforts: If the school is to be of greatest service to the State, it will be imperative that contacts be made and cooperative efforts be implemented which will offer services provided to a wide range of recipients. The more stringent truancy laws recently enacted will result in decisions being required as to placements for truancy prone youth. Cooperative efforts on our part with Family Court and District Probation Offices, as well as with other agencies, would appear to be in order.

INSTITUTIONAL DEVELOPMENT

PURPOSE

The purpose of the Office of Institutional Development is to communicate accurate, timely information about the services provided by the Opportunity School in an effort to match our services with the services needs in South Carolina. An additional purpose is to develop and implement a yearly plan designed to secure additional fiscal, material and personnel resources from private sources, thus allowing the agency to provide its services.

ORGANIZATION AND OPERATION

The Development Office is managed by one employee whose responsibility it is to promote the work of the agency and those served. Through the use of a slide show and an internal monthly newsletter, Shades of Gray, and an external quarterly publication, Opportunity Knocks, much information is disseminated throughout the State concerning the agency's programs and students' accomplishments.

Another means by which information is disseminated through exhibits at the various state educational and social service meetings and conferences.

ACCOMPLISHMENTS

During the fiscal year 1984-85 the Development Office was responsible for a minimum of \$121,400 in goods and services being donated to the agency. One hundred thousand dollars in book donations, which is a conservative figure, comprise the bulk of the goods contributed. Nine hundred and fifty square yards of carpet, which retailed at \$17.00 per yard, was provided to us at \$5.00 per yard, resulting in a savings of \$11,100 dollars. A local department store donated new clothes, valued at \$9,000 for use by our students. Other items included gifts and donations from civic and social groups and from individuals.

The Development Office was also responsible for a new agency brochure, numerous news releases, and the creation of a new agency logo and portable display for exhibiting. The agency was promoted at the South Carolina School Board Annual Convention in Myrtle Beach and the South Carolina Education Association's Annual Teachers' Meeting in Columbia.

Cooperating with South Carolina Educational Television, a fifteen minute promotional video tape is currently being produced which will be used to promote the mission of the agency to groups and individuals statewide.

We anticipate that the videotape and other promotional activities will make our services more widely known and readily used, thus allowing us to increase our level of services to eligible citizens of South Carolina.

FACILITIES AND SUPPORT SERVICES

PURPOSE

The purpose of the Division of Facilities and Support Services is to provide support services to all phases of the total school program as necessary. The division consists of the following departments: Food Services, Maintenance, and Fiscal Affairs.

Food Service: To establish a nutritious and well-balanced food services program which will provide variety and encourage participation.

Plant Maintenance: To maintain a progressive preventative maintenance program designed to maintain all equipment, buildings and grounds at optimum efficiency.

Fiscal Affairs: To administer the receipt and expenditure of all agency funds in accordance with generally accepted accounting principles with as few irregularities as possible.

ORGANIZATION AND OPERATION

Food Service: Food Service was provided by a staff of six people under the direction of a food service supervisor. The food service personnel include the following: one food service supervisor, four cooks and one food service aide.

The staff of six food service personnel provided three meals daily to students, seven days a week. Additionally, the staff was frequently called upon to help with special campus events including student cookouts and banquets. An emphasis was placed on creating a warm and cordial atmosphere for the students.

Plant Maintenance: The maintenance service for 174,000 square feet of building space and approximately 100 acres of campus was provided by a staff of seven people under the direction of a maintenance supervisor. The staff includes the following personnel: one maintenance supervisor, one carpenter, one painter, one mechanic, two trade helpers and two janitors.

Fiscal Affairs: The fiscal affairs office encompasses all facts of the business office functions. They are: accounting, payables, receivables, payroll, student accounts and endowment fund. The office is staffed by two employees under the supervision of an accounting manager.

ACCOMPLISHMENTS

Food Service: The food service staff was called upon frequently this year to lend support for the accomplishment of many special functions. Some of these events were: Alumni Banquet, Thanksgiving and Christmas Dinner, International Day and Commencement Luncheon. A cookout was provided for the students on a weekly basis during the Spring for their enjoyment. An effort was made to interrelate the food service program with the home economics department so that a wide range of ideas could be considered and implemented where feasible, thus providing a nutritious meal as well as one that would be appealing to the students.

The food service supervisor attended the USDA training conference in August to familiarize herself with the new changes in USDA regulations.

Plant Maintenance: The maintenance staff maintained cleanliness and upkeep on a total of twenty-three campus buildings. The staff responded to over five hundred work orders during the year.

APPENDIX

During the year the Opportunity School completed an asbestos removal project in seventeen buildings. The initial funding need was projected to be \$365,000. However, more favorable bid responses brought the total cost of the project down to \$250,907.

The Opportunity School was among the first of the State agencies to identify asbestos problems and act to eliminate the problems.

Renovation was begun on one of our original buildings, formerly used for staff housing, to create a multipurpose training center, board room and staff/alumni house. This work is being done using existing staff and resources.

A Five Year Permanent Improvement Plan was developed and submitted to the Joint Bond Review Committee and the Budget and Control Board. This plan hopefully will enable the Opportunity School to obtain the funding necessary to address agency permanent improvement needs.

A Technology Plan was submitted to the Division of Information Resource Management, projecting the needs of the agency for technological services for the coming fiscal year.

The agency was able to replace its outdated vehicles with new vehicles. The three cars were approximately 10 years old. Additionally the agency added a new van. All our vehicles are used primarily to transport students to and from events and activities and secondarily by staff on State business.

Fiscal Affairs: The Fiscal Affairs Division throughout the year continued its evaluation of fiscal policies and practices in accordance with the State Auditor's Office. These efforts resulted in the Opportunity School receiving an excellent audit report for last fiscal year. With the updated policies and practices now in place, we expect to maintain this fiscal standard.

WIL LOU GRAY OPPORTUNITY SCHOOL
STATEMENT OF INCOME AND EXPENDITURES
FISCAL YEAR 1984-85

| | <u>State</u> | <u>Federal</u> | <u>Earmarked (Institutional)</u> |
|--|------------------|----------------|--------------------------------------|
| <u>INCOME AND REVENUES</u> | | | |
| <u>General (State) Appropriations</u> | 2,129,196 | | |
| <u>Federal Funds</u> | | 143,548 | |
| <u>Earmarked Funds</u> | | | 233,880 |
| TOTAL INCOME & REVENUES | <u>2,129,191</u> | <u>143,548</u> | <u>233,880</u> |
| <u>EXPENDITURES</u> | | | |
| <u>Administration</u> | | | |
| Salaries | 190,411 | | |
| Per Diem | 1,435 | | |
| Contractual Services | 8,017 | | 8,968 |
| Supplies | 6,208 | | 4,950 |
| Fixed Charges/Rentals | 447 | | 1,651 |
| Travel | 4,294 | | 544 |
| Equipment | <u>13,603</u> | | <u>3,424</u> |
| Total Administration | 224,415 | | 19,537 |
| <u>Regular Education</u> | | | |
| Salaries | 310,902 | 53,116 | 34,521 |
| Contractual Services | 4,924 | | 1,965 |
| Supplies | 14,409 | | 7,462 |
| Fixed Charges/Rental | 8,112 | | 108 |
| Travel | | | 158 |
| Equipment | | | |
| Total Regular Education | 338,347 | 53,116 | 44,214 |
| <u>Vocational Education</u> | | | |
| Salaries | 89,300 | 33,363 | 11,649 |
| Contractual Services | 59,328 | | |
| Supplies | 6,868 | 4,601 | |
| Equipment | <u>6,081</u> | <u>2,103</u> | |
| Total Vocational Education | 161,577 | 40,067 | 11,649 |

| | <u>State</u> | <u>Federal</u> | <u>Earmarked (Institutional)</u> |
|--------------------------------------|-------------------------|-----------------------|--------------------------------------|
| <u>Library</u> | | | |
| Salaries | 17,896 | | |
| Supplies | <u> </u> | <u>1,871</u> | <u> </u> |
| Total Library | 17,896 | 1,871 | |
| <u>Student Services</u> | | | |
| Salaries | 289,310 | | |
| Contractual Services | 2,685 | | 1,737 |
| Supplies | 8,082 | | 3,198 |
| Travel | | | 783 |
| Equipment | 6,846 | | 1,922 |
| Scholarships | <u> </u> | <u> </u> | <u>7,730</u> |
| Total Student Services | 306,923 | | 15,370 |
| <u>Support Services</u> | | | |
| Salaries | 258,120 | | |
| Contractual Services | 65,287 | | 10,290 |
| Supplies | 55,201 | 32,463 | 116,458 |
| Fixed Charges/Rentals | 12,213 | | 9,309 |
| Equipment | 63,441 | | 5,704 |
| Utilities-SCE&G | 152,456 | | |
| Petroleum Products | <u>5,664</u> | <u> </u> | <u> </u> |
| Total Support Services | 612,382 | 32,463 | 141,761 |
| <u>Employer Contributions</u> | | | |
| Employee Benefits | <u>216,749</u> | <u>16,031</u> | <u>10,100</u> |
| Total Employer Contributions | 216,749 | 16,301 | 10,100 |
| <u>Capital Project</u> | | | |
| General Fund Approp. | <u>250,907</u> | <u> </u> | <u> </u> |
| Total Capital Project | <u>250,907</u> | <u> </u> | <u> </u> |
| TOTAL EXPENDITURES | <u>2,129,196</u> | <u>143,548</u> | <u>242,631</u> |

Note: State Appropriations include \$215,000 in "Capital Projects" funds attributable to asbestos removal.

Federal Funds do not include indirect cost recoveries.

Earmarked Funds include EIA funds of \$53,211. The final student fees collections were not available at the time of preparation of this statement.