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|---------------------|---------------------------------|-----------------|-----|
| AGENCY NAME: | Wil Lou Gray Opportunity School | | |
| AGENCY CODE: | H710 | SECTION: | 005 |

**Fiscal Year 2019–2020
Accountability Report**

SUBMISSION FORM

| | |
|-----------------------|---|
| AGENCY MISSION | <p>The Wil Lou Gray Opportunity School exists to serve those citizens of South Carolina between sixteen and nineteen years of age who are most at risk of:</p> <ol style="list-style-type: none"> 1. Being retained in their grade in school. 2. Dropping out of school and not completing their education. 3. Not making the transition from public schools to the work force. 4. Being truant from school, or whose home, school or community environment hinders rather than enhances the chance that they will stay in school and become prepared for employment. |
|-----------------------|---|

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|----------------------|--|
| AGENCY VISION | <p>In keeping with Dr. Wil Lou Gray’s motto of “Why Stop Learning”, The Opportunity School has remained committed to motivating the “at-risk” students of South Carolina into becoming productive, employable young adults through academic and vocational coursework.</p> |
|----------------------|--|

Does the agency have any major or minor recommendations (internal or external) that would allow the agency to operate more effectively and efficiently?

| | Yes | No |
|---------------------------------------|--------------------------|-------------------------------------|
| RESTRUCTURING RECOMMENDATIONS: | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Is the agency in compliance with S.C. Code Ann. § 2-1-230, which requires submission of certain reports to the Legislative Services Agency for publication online and to the State Library? See also S.C. Code Ann. § 60-2-30.

| | Yes | No |
|--------------------------------------|-------------------------------------|--------------------------|
| REPORT SUBMISSION COMPLIANCE: | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

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Is the agency in compliance with various requirements to transfer its records, including electronic ones, to the Department of Archives and History? See the Public Records Act (S.C. Code Ann. § 30-1-10 through 30-1-180) and the South Carolina Uniform Electronic Transactions Act (S.C. Code Ann. § 26-6-10 through 26-10-210).

| | Yes | No |
|---------------------------------------|-------------------------------------|--------------------------|
| RECORDS MANAGEMENT COMPLIANCE: | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Is the agency in compliance with S.C. Code Ann. § 1-23-120(J), which requires an agency to conduct a formal review of its regulations every five years?

| | Yes | No |
|---------------------------|-------------------------------------|--------------------------|
| REGULATION REVIEW: | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Please identify your agency’s preferred contacts for this year’s accountability report.

| | <u><i>Name</i></u> | <u><i>Phone</i></u> | <u><i>Email</i></u> |
|---------------------------|--------------------------|---------------------|--|
| PRIMARY CONTACT: | Mr. Pat G. Smith | 803-896-6484 | smithp@wlgos.sc.gov |
| SECONDARY CONTACT: | Mrs. Shannan Cone Woovis | 803-896-6485 | wooviss@wlgos.sc.gov |

I have reviewed and approved the enclosed FY 2019–2020 Accountability Report, which is complete and accurate to the extent of my knowledge.

| | |
|---|-------------------|
| AGENCY DIRECTOR (SIGN AND DATE): | Signature on file |
| (TYPE/PRINT NAME): | Pat G. Smith |

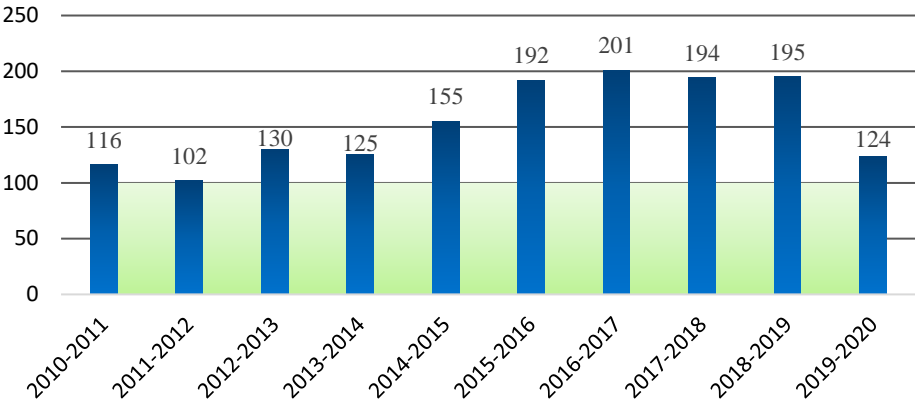
| | |
|--|-------------------|
| BOARD/CMSN CHAIR (SIGN AND DATE): | Signature on file |
| (TYPE/PRINT NAME): | Russell E. Hart |

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AGENCY’S DISCUSSION AND ANALYSIS

In 2010--2011, the Academic Department began a journey which the Wil Lou Gray Opportunity School has committed to maintain. As the GED (General Education Diploma) testing became more rigorous, so did the determination of those being challenged. That year, the Opportunity School assisted in the success of 102 South Carolinians achieving their goals of obtaining a GED. So, what initially began as a hurdle has slowly evolved into a standard by which all strategies and measures are established. Even with the unexpected COVID 19 break of the 20-03 class in March, the Opportunity School still produced 124 GEDs in 2019-2020. (See 1.1A)

**GEDs
1.1A**



During 2019-2020, 356 students enrolled at Wil Lou Gray. However, with the third trimester being interrupted, only 246 students remained on campus long enough to qualify to test. Of those 246 students, 186 qualified to take the GED test and 124 successfully passed all four sections. This resulted in a 67% passing rate for classes 20-01 and 20-02.

Regardless of the COVID-19 hindrance, each department continued to work to maintain the quality of the program. To assist the 87 students who left campus on March 15th, the Admissions and Counseling Departments maintained communication to confirm returns and discuss any issues related to a new registration day. The Admission Department utilized an internet-based software program called Sparkhire to interview potential students through self-recorded question and answer sessions. This new software allowed 52 students to interview without leaving their homes, which is mostly due to families who may have financial or transportation problems. Slightly lower than last year, the Opportunity School received 998 applications for the 2019-2020 academic year. An 8% increase from 2018-2019, 452 were accepted for the 2019-2020 school year. The spreadsheet below, (1.1B), gives the complete history of the Admissions Profile since 2011.

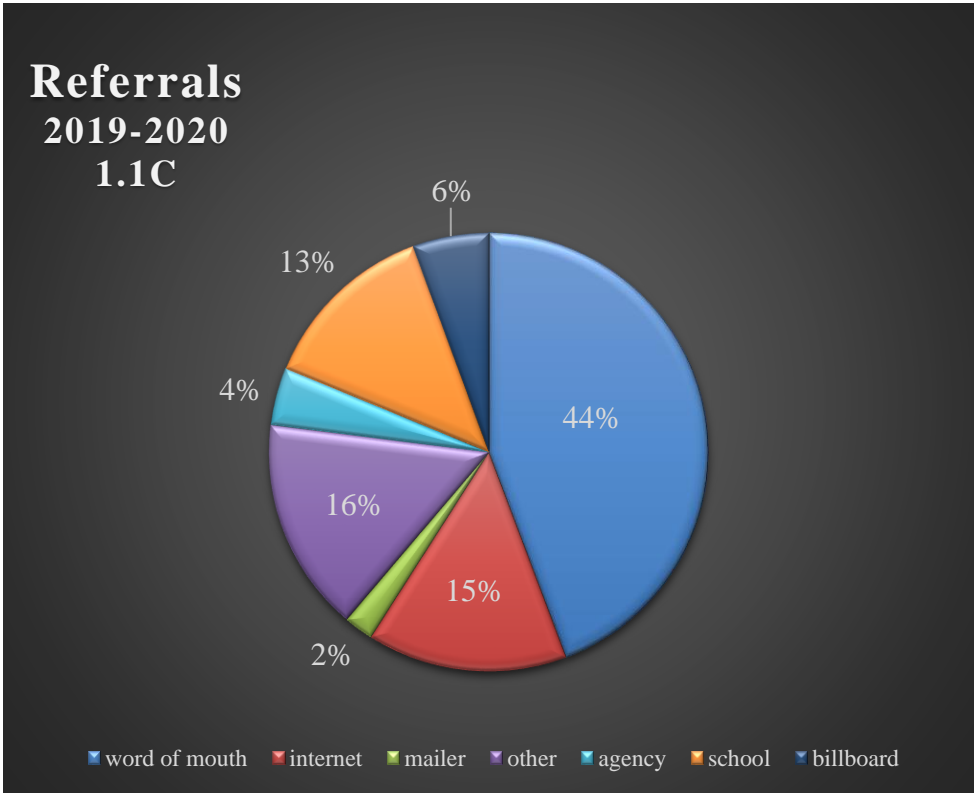
By realigning the application to capture useful information pertaining to marketing initiatives, word-of-mouth was identified as the most practical form among students at Wil Lou Gray during the 2019-2020 academic year. Based on this data, marketing tools are strategically placed throughout South Carolina. The Referral graph, 1.1C, gives a clear indication of just how influential word-of-mouth is for the school. Additionally, billboards, mass mailers, radio/tv advertisements, exhibits and internet flagging assist marketing efforts so all counties are afforded the opportunity to capitalize on the educational experience only available at Wil Lou Gray. See County Map, 1.1D.

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Admissions Profile 1.1B

| | Applied | Accepted | Enrolled | GEDs |
|-----------|---------|----------|----------|------|
| 2011-2012 | 895 | 436 | 343 | 102 |
| 2012-2013 | 1204 | 512 | 400 | 130 |
| 2013-2014 | 1159 | 453 | 342 | 125 |
| 2014-2015 | 966 | 463 | 385 | 155 |
| 2015-2016 | 1342 | 527 | 431 | 192 |
| 2016-2017 | 1229 | 479 | 399 | 201 |
| 2017-2018 | 1013 | 414 | 354 | 194 |
| 2018-2019 | 1121 | 420 | 352 | 195 |
| 2019-2020 | 998 | 452 | 356 | 124* |

*Incomplete results due to COVID-19.



AGENCY NAME:

Wil Lou Gray Opportunity School

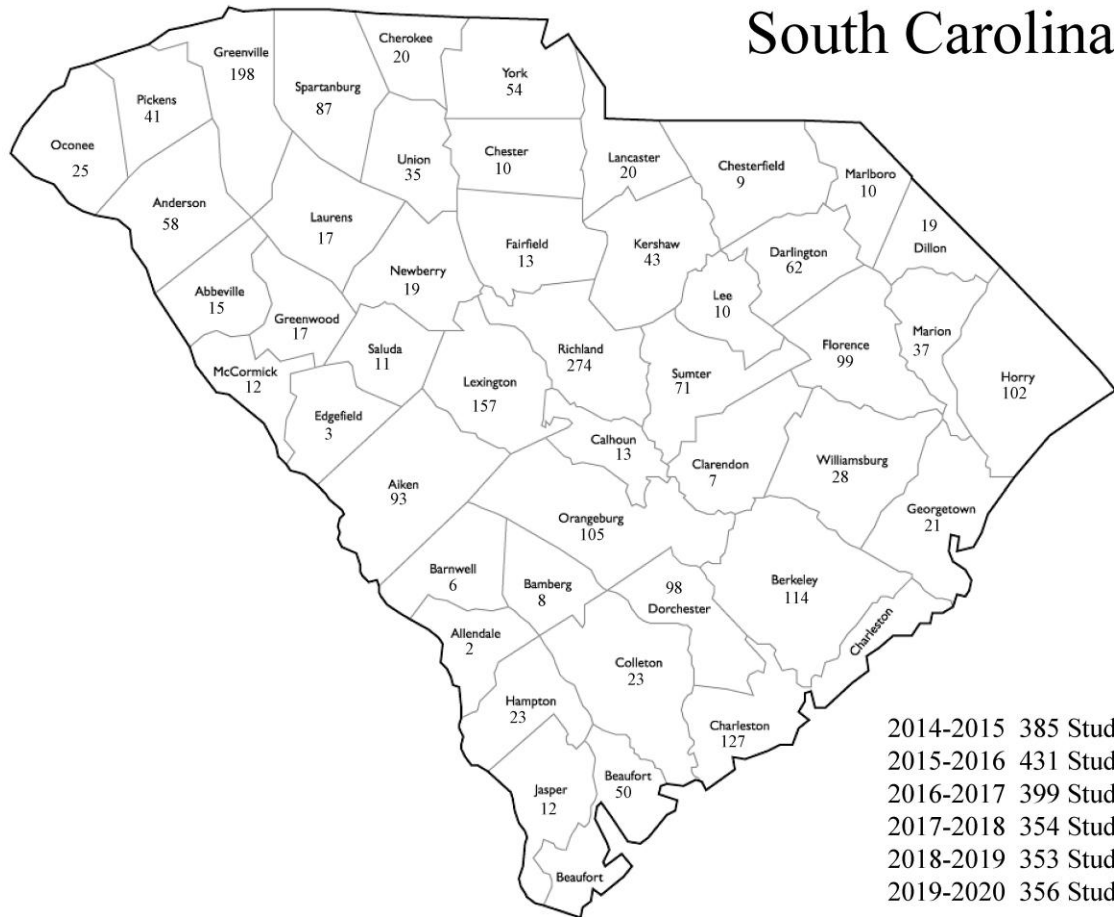
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County Map 1.1D



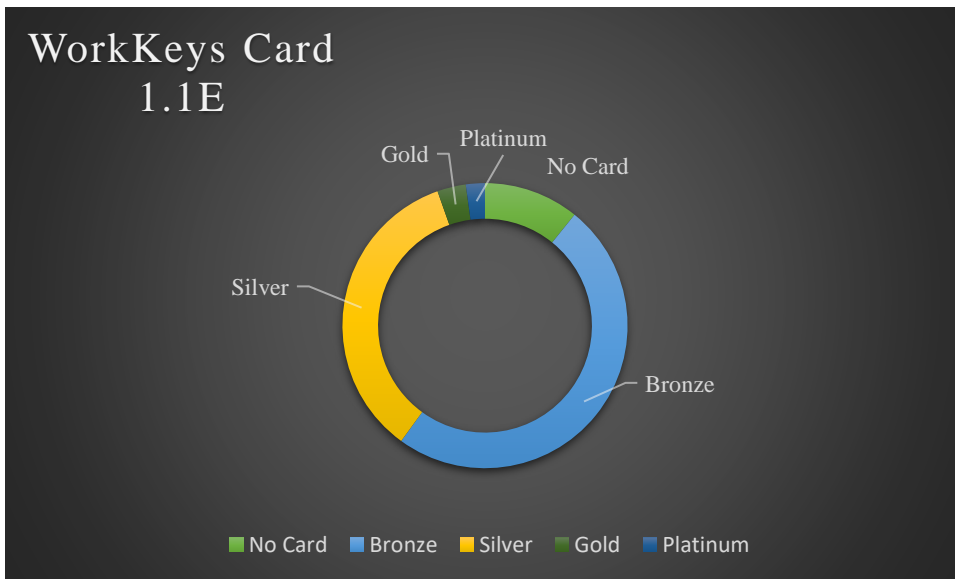
There are three sessions offered throughout the year, July, October and February, and all of which last fourteen weeks. During this time, students learn discipline, academics and how to become a productive citizen. The at-risk youth who attend Wil Lou Gray come from many backgrounds so the learning curve for each is different. The Academic Department assesses every student to evaluate their needs in reading and mathematics by using the TABE (Test for Adult Basic Education). Once grade levels are identified, an independent guidance plan is designed to create the most desired environment necessary to promote academic success.

In preparation for life after Wil Lou Gray, the academic portion of the program also provides each student with options for career advancement in society. An academic counselor creates an individualized guidance plan for all students to assist them in their future endeavors, whether it is to pursue a job, post-secondary schooling, military aspirations or basic resume preparation. Students are required to take the ASVAB (Armed Services Vocational Aptitude Battery) and the WorkKeys

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Assessment, which is a tool used throughout South Carolina by employers to evaluate a variety of employment skills. During 2019-2020, over 40% of the students received a WorkKeys card, silver and above, and more than 25% passed the ASVAB with a 31 or greater. (See 1.1E) For those students who chose to focus on a vocational skill, OSHA 10, forklift training, wood shop, driver’s training, automotive training and computer digital design are offered. From the day of registration to the last day of school, our mission is to provide these students with the necessary tools to succeed in today’s society.

The Opportunity School is fortunate to have partnerships with entities who are proactive in assisting at-risk youth as well. We are in the seventh year of working with Lexington School District Two and Lexington District Four Adult Education. With this partnership Wil Lou Gray students are provided educational guidance, technical assistance, assessment materials and student services. By doing this, the students are given direct access to an instructor who provides GED instruction. The partnership provides many opportunities offered in an Adult Education program within our highly structured school program



The students who find themselves needing counseling services, due to one of the many aspects of the program, are offered resiliency assistance through the Counseling Department. A program new to the Opportunity School is Scholar Centric. The objective of this software program is to identify those students who are at-risk of failing academically. If diagnosed, intensive lesson plans are

designed to aid in scholastic success. During 2019-2020, and only in two sessions, 74 students were identified as being 60% or more at-risk of failure.

In cooperation with several colleges and universities in the Columbia area, the counseling department is more equipped with interns capable of handling student issues requiring more in-depth sessions. With ten interns, the Opportunity School provided 1450 hours of counseling during the previous academic year. It is mandatory that each student participate in a regularly scheduled weekly session, which has proven to be advantageous with student dismissals. Since 2015, and with the assistance of additional counselors, we have seen a dramatic decrease in student discipline dismissals. During the 2019-2020 academic year we only lost 27 students due to discipline issues.

Weekdays are filled with academics, counseling sessions and after-school tutoring, but the weekends require more intense interaction with the students. The Residential Department plays an integral part of the student success at Wil Lou Gray. The staff in this department instill much needed discipline and team building skills in the students by coordinating community service activities, campus games and after school clubs (see below). Being thoroughly educated on de-escalation tactics and anger management is a requirement for this department since they deal with a majority of the discipline issues.

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Community Service

USC Baseball Volunteer
 City Roots Sustainable Farm
 Habitat for Humanity
 Adopt A Highway
 Animal Mission of the Midlands
 Special Olympics
 Columbia International Festival

Activities

| | |
|---------------|--------------|
| Kayaking | Movie Night |
| Flag Football | Running Club |
| Cycling | Paintball |
| Fishing | Softball |
| Basketball | Talent Show |

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Impacts on the Agency

The 2019-2020 academic year was one like no other. In March, just two weeks after registering our third session of students, COVID 19 disrupted the Wil Lou Gray Opportunity School. Within a matter of 48 hours, 110 students had to be packed and sent home because of gubernatorial mandate. The agency went into lock-down mode and employees worked from home. Where some would view this circumstance as an obstacle, Wil Lou Gray employees capitalized on this time by updating all department policies and procedures, attending virtual trainings related to their jobs and preparing daily lesson plans for 70 days.

The immediate concern for everyone, employees and students, was to understand the virus itself then devise a plan to promote and sustain safety campus-wide. After many virtual meetings, each department was responsible for composing a safety plan to accommodate all moving parts once the students returned to campus. Once all department plans were finalized and approved, the Counseling Department began contacting those students who were enrolled during the third session, February 2020, to address any concerns they may have had. This “telehealth” tool was for communication purposes only and was delivered through live video or personal phone calls. These appointments allowed for clinicians to examine the mental health of the students and build a strong therapeutic relationship.

The virus prevented the last session of students from completing the program, which adversely effected the total GEDs achieved for the year. But, as the first session of the new year begins in September 2020, each department will adapt delivery methods in academic and vocational classes to accommodate all safety concerns related to COVID 19. The Wil Lou Gray Opportunity School remains positive in focusing on the future and has devised a plan to counteract GED results by allowing open-registrations beginning January 2021. If incorporated, this approach would allow for more at-risk youth to be served and increased opportunities for higher GED goals to be reached. It is at this moment in time that the Opportunity School remembers the motto that Dr. Wil Lou Gray coined in 1921, “Why Stop Learning?”.

Considering the circumstances encountered during the 2019-2020 academic year, the Wil Lou Gray Opportunity School remained unwavering in attaining the goal of 100 GEDs. Of the 246 students who had the opportunity to test for the GED, 124 passed. This resulted in a 50% pass rate for the students, see 2.1A for results since 2011-2012. With teacher to student ratios of 1:10; more individualized time was provided to those students needing additional academic assistance. This, in turn, increased the percentage of students achieving a bronze level or higher on WorkKeys. This test identifies a students’ knowledge of basic hiring skills necessary to compete in today’s workforce. At least 89% of students who tested received a bronze level or higher. This is a 2% increase from 2018-2019.

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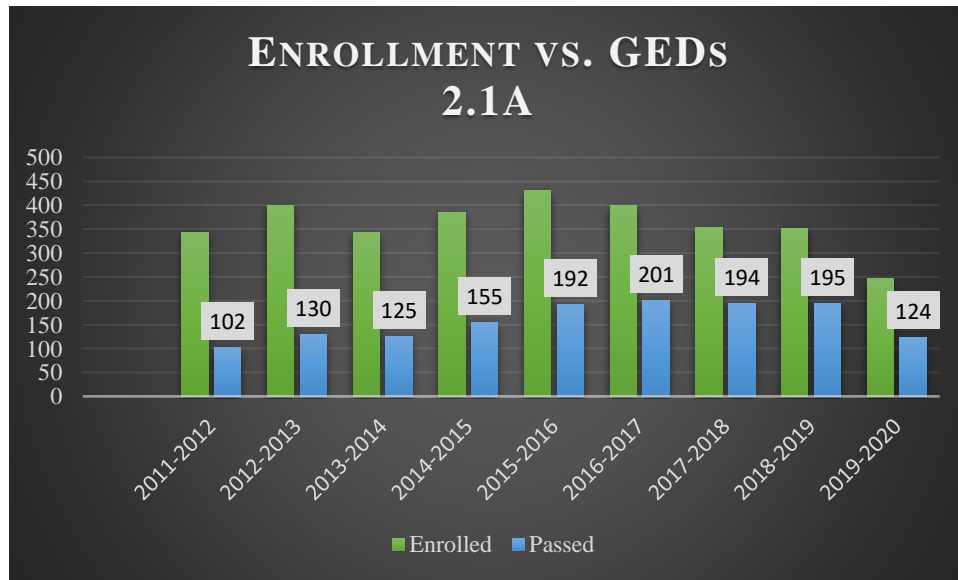
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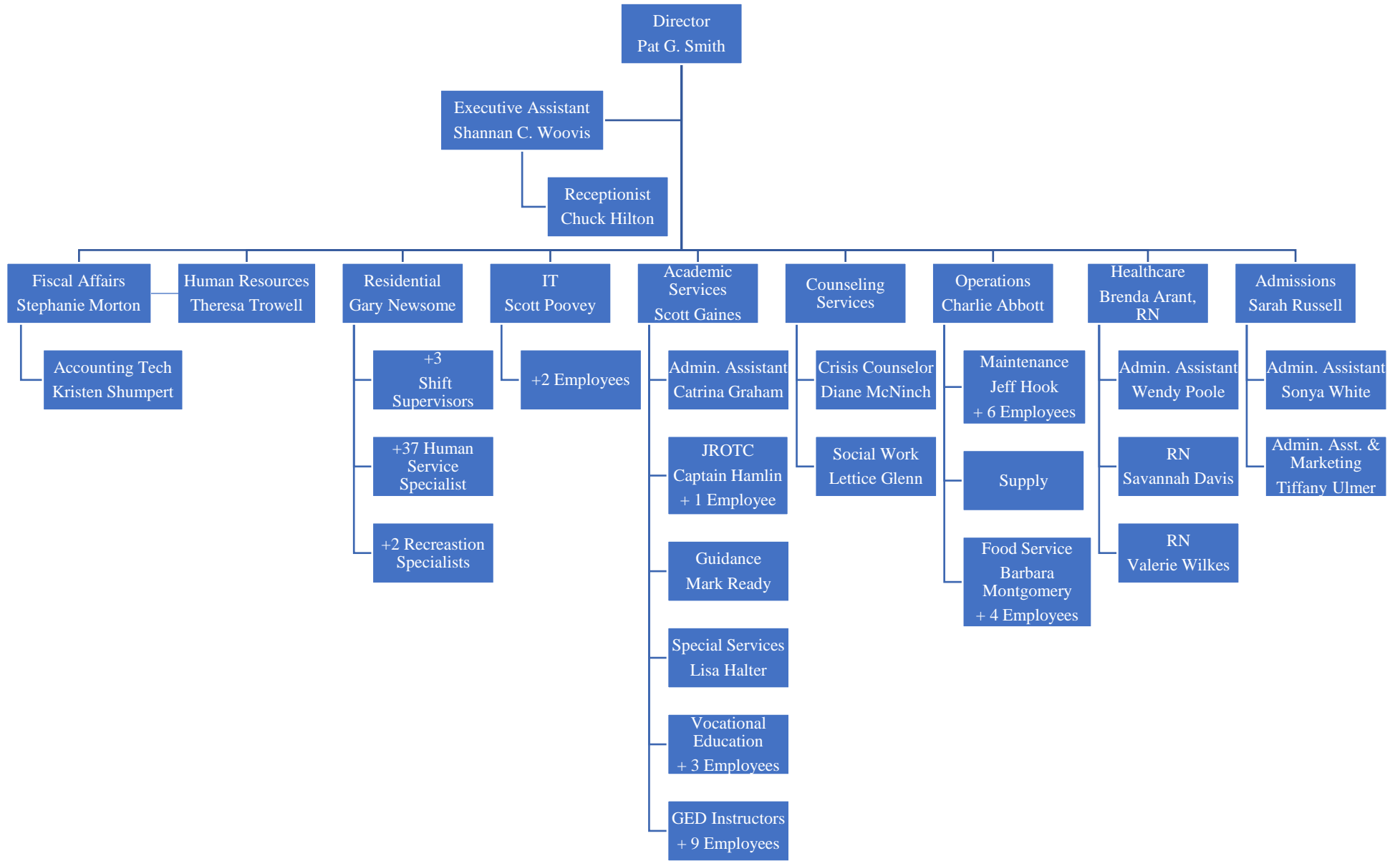
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WLGOS Organizational Chart

Board of Trustees



Agency Name: WIL LOU GRAY OPPORTUNITY SCHOOL

Fiscal Year 2019-2020
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Strategic Planning and Performance Measurement Template

| Statewide Enterprise Strategic Objective | Type | Item # | | | Description | 2019-20 | | | Time Applicable | Data Source and Availability | Calculation Method | Meaningful Use of Measure |
|--|------|--------|----------|---------|---|-----------|---------|--------------------|------------------|---|--|---|
| | | Goal | Strategy | Measure | | Base | Target | Actual | | | | |
| Education, Training, and Human Development | G | 1 | | | Provide productive educational services to students between the ages of 16 and 19. | | | | | | | |
| | S | 1.1 | | | Maintain and evaluate testing outcomes annually | | | | | | | |
| | M | | 1.1.1 | | Maintain GED (General Education Diploma) passing target of 165, or more | 195 | 165 | 124 | July 1 - June 30 | WLGOS Academic Department and SCDOE (SC Dept. of Education) | # students passing GED | Provides agency success rate in number of GEDs achieved by students. |
| | M | | 1.1.2 | | Obtain or exceed 20 months progression in Math TABE results, (Test for Adult Assessment) | 18 | 20 | 31 | July 1 - June 30 | WLGOS Academic Department and SCDOE | Months advancement in Math | Provides student progress in mathematics and establishes effectiveness of academia in classroom. |
| | M | | 1.1.3 | | Obtain or exceed 20 months progression in English Language Arts TABE results, (Test for Adult Assessment) | 18 | 20 | 13 | July 1 - June 30 | WLGOS Academic Department and SCDOE | Months advancement in ELA | Provides student progress in ELA and establishes effectiveness of academia in classroom. |
| | M | | 1.1.4 | | Obtain or exceed 50% passing rate in Bronze Level of WorkKeys testing, (essential workplace skills testing) | 87% | 50% | 89% | July 1 - June 30 | WLGOS Academic Department and Lexington School District II | Number students tested/students scoring over Bronze level | Indicator of student readiness in the workplace. |
| | S | 1.2 | | | Evaluate customer outreach upon graduation | | | | | | | |
| | M | | 1.2.1 | | Maintain or exceed communication with at least 75% of students post graduation. | 89% | 75% | COVID 19 Prevented | July 1 - June 30 | WLGOS Academic Department | Percentage of students surveyed who got GED | Validates student success post graduation. |
| Education, Training, and Human Development | G | 2 | | | Enroll and retain student population for each 14-week session | | | | | | | |
| | S | 2.1 | | | Increase student enrollment through enhanced marketing techniques | | | | | | | |
| | M | | 2.1.1 | | Obtain at least 75% of student referral sources upon application receipt. | 70% | 75% | 98% | July 1 - June 30 | WLGOS Admissions Department | Number of students who reply to "How did you hear of WLGOS?" on application, percentage. | Assists in marketing strategies. |
| | M | | 2.1.2 | | Strive to provide services to students in all 46 counties. | 39 | 46 | 40 | July 1 - June 30 | WLGOS Admissions Department | Counties served out of 46 | Assists in marketing strategies. |
| | S | 2.2 | | | Monitor and retain student enrollment through admissions profiling and activity involvement. | | | | | | | |
| | M | | 2.2.1 | | Commit to enrolling at least 383 students each year, or more. | 352 | 383 | 356 | July 1 - June 30 | WLGOS Admissions Department | Number of students who enroll | Assists in marketing strategies and maintains overall progression of WLGOS Admissions Department. |
| | M | | 2.2.2 | | Maintain, at the most, student-to-teacher ratio to 14:1. | 12 to 1 | 14 to 1 | 10 to 1 | July 1 - June 30 | WLGOS Academic Depar | Average of student:teacher ratio | Assists in student success and retention. |
| Education, Training, and Human Development | G | 3 | | | Maintain Human Resource standards to meet the overall mission of The Opportunity School | | | | | | | |
| | S | 3.1 | | | Provide quality working environment to promote healthy employee retention | | | | | | | |
| | M | | 3.1.1 | | Monitor employee longevity | 8.6 years | 9 years | 8.7 years | July 1 - June 30 | WLGOS Human Resources Department | average number of years employees remain at WLGOS | Gives indication of employee satisfaction |

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Strategic Planning and Performance Measurement Template

| Statewide Enterprise Strategic Objective | Type | Item # | | | Description | 2020-21 | | | Time Applicable | Data Source and Availability | Calculation Method | Meaningful Use of Measure |
|--|------|--------|----------|---|---|---------|--------|------------------|--|--|---|---------------------------|
| | | Goal | Strategy | Measure | | Base | Target | Actual | | | | |
| Education, Training, and Human Development | G | 1 | | | WLGOS will ensure at-risk students between the ages of 16 and 19 be provided effective educational services to become productive citizens. | | | | | | | |
| | S | 1.1 | | | Administer and analyze test results related to GED success (General Education Diploma). | | | | | | | |
| | M | | 1.1.1 | Maintain GED passing target of 165, or more | 124 | 165 | | July 1 - June 30 | WLGOS Academic Department and SCDOE | # students passing GED | Provides agency success rate in number of GEDs achieved by students. | |
| | M | | 1.1.2 | Obtain or exceed 20 months progression in Math TABE results, (Test for Adult Assessment) | 18 | 20 | | July 1 - June 30 | WLGOS Academic Department and SCDOE | Months advancement in Math | Provides student progress in mathematics and establishes effectiveness of academia in classroom. | |
| | M | | 1.1.3 | Obtain or exceed 20 months progression in English Language Arts TABE results | 18 | 20 | | July 1 - June 30 | WLGOS Academic Department and SCDOE | Months advancement in ELA | Provides student progress in ELA and establishes effectiveness of academia in classroom. | |
| | M | | 1.1.4 | Obtain or exceed 50% passing rate in Bronze Level of WorkKeys testing, (essential workplace skills testing) | 89% | 50% | | July 1 - June 30 | WLGOS Academic Department and Lexington School District II | Number students tested/students scoring over Bronze level | Indicator of student readiness in the workplace. | |
| | S | 1.2 | | | Sustain or develop special education services and plans | | | | | | | |
| | M | | 1.2.1 | Identify and coordinate all IEP (Individualized Education Program), 504 (accommodations), and BIP (Behavior Intervention Plan) meetings within 30 days of enrollment. | 100% | 100% | | July 1 - June 30 | WLGOS Academic Department and SCDOE | Number of students enrolled | Indicates Academic Department completion of requirements of SCDOE | |
| Education, Training, and Human Development | G | 2 | | | Enroll and retain student population for each 14-week session | | | | | | | |
| | S | 2.1 | | | Facilitate marketing strategy to represent Wil Lou Gray throughout South Carolina | | | | | | | |
| | M | | 2.1.1 | Obtain at least 75% of student referral sources upon application receipt. | 98 | 75 | | July 1 - June 30 | WLGOS Admissions Department | Number of students who reply to "How did you hear of WLGOS?" on application, percentage. | Assists in marketing strategies and maintains overall progression of WLGOS Admissions Department. | |
| | M | | 2.1.2 | Strive to provide services to students in all 46 counties | 40 | 46 | | July 1 - June 30 | WLGOS Admissions Department | Counties served out of 46 | Assists in marketing strategies and maintains overall progression of WLGOS Admissions Department. | |
| | M | | 2.1.3 | Commit to enrolling at least 383 students each year, or more. | 356 | 383 | | July 1 - June 30 | WLGOS Admissions Department | Number of students who enroll | Assists in marketing strategies and maintains overall progression of WLGOS Admissions Department. | |
| | S | 2.2 | | | Provide additional services necessary to support an unwavering student population | | | | | | | |
| | M | | 2.2.1 | Reduce student discipline withdrawals to 25 or less per year | 27 | 25 | | July 1 - June 30 | WLGOS Academic Department | Discipline withdrawals by session | Qualifies training requirements of teachers & Cadre | |
| | M | | 2.2.2 | Require all students to be evaluated through counseling department within first two weeks of school | 100% | 100% | | July 1 - June 30 | WLGOS Counseling Department | Count of students enrolled within two weeks of registration | Assists in student retention | |
| | M | | 2.2.3 | Maintain, at the most, student-to-teacher ratio to 14:1. | 10:01 | 14:01 | | July 1 - June 30 | WLGOS Academic Department | Students enrolled/Teachers | Assists in program readiness and GED success rate | |

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Program Template

| Program/Title | Purpose | FY 2019-20 Expenditures (Actual) | | | | FY 2020-21 Expenditures (Projected) | | | | Associated Measure(s) |
|--------------------------------|---|----------------------------------|------------|------------|--------------|-------------------------------------|------------|------------|--------------|-----------------------------------|
| | | General | Other | Federal | TOTAL | General | Other | Federal | TOTAL | |
| Administration | Provides executive leadership, support, policy development, personnel, financial and other related administrative services. Includes reception and switchboard duties for the entire campus. | \$ 428,027 | \$ (45) | | \$ 427,982 | \$ 351,208 | | | \$ 351,208 | ALL |
| Academics | Individualized course of study in academics to prepare students for GED exam. Includes JROTC program & 24/7 medical center. Provides guidance counselors that meet with each student privately to guide them through education and employment goals. | \$ 2,013,229 | \$ 592,640 | | \$ 2,605,868 | \$ 1,235,784 | \$ 140,000 | | \$ 1,375,784 | ALL |
| Vocational | Provides vocational training, life skills and preemployment training. Includes a mandatory basic computer literacy course. Provides students with job shadowing and on-the-job training opportunities. | \$ 192,397 | \$ 102,206 | | \$ 294,603 | \$ 196,066 | \$ 25,000 | | \$ 221,066 | ALL |
| Library | Provides the student with reference materials and computer stations for additional research and learning. Provides students with a knowledge of library systems to enable them to use public libraries as a resource to further their education. School established under 59-51-10 et. seq. | \$ 65,893 | \$ 6,673 | | \$ 72,566 | \$ 31,991 | | | \$ 31,991 | 1.1.1, 1.1.2, 1.1.3, 1.1.4, |
| Student Services & Residential | Admissions, community service work, student transportation, & dorm supervision 24 hours a day, 7 days a week. Provides disciplined, structured & positive community for students where goals, achievement & independence are nurtured. | \$ 1,977,925 | \$ 6,561 | | \$ 1,984,486 | \$ 1,594,925 | \$ 33,000 | | \$ 1,627,925 | 1.1.1, 1.2.1, 2.1.1, 2.1.2, 2.2.1 |
| Support Services | Procurement, Building & grounds maintenance & cafeteria operation for a school that operates 24 hours a day, 7 days a week. Technology staff operate & maintain computer, telephone, timekeeping and keyless entry systems. | \$ 2,011,101 | \$ 13,008 | \$ 110,231 | \$ 2,134,339 | \$ 1,704,865 | \$ 732,321 | \$ 240,000 | \$ 2,677,186 | ALL |

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Legal Standards Template

| Item # | Law Number | Jurisdiction | Type of Law | Statutory Requirement and/or Authority Granted | Does this law specify who your agency must or may serve? (Y/N) | Does the law specify a product or service your agency must or may provide? | If yes, what type of service or product? | If other service or product, please specify what service or product. |
|--------|------------|--------------|--------------------|---|--|---|--|--|
| 1 | 59-51-10 | State | Statute | Establishment of Wil Lou Gray Opportunity School in Lexington County, located on property formerly occupied by the Army Air Force, also known as the Columbia Air Base, which the State received by quitclaim deed in September 1947 for the joint use of the Opportunity School and the South Carolina Area Trade School. | No | No - Does not relate directly to any agency deliverables | | |
| 2 | 59-51-20 | State | Statute | The services and duties are outlined for The Wil Lou Gray Opportunity School. The school must serve as an alternative form of education, cooperate with other agencies and organizations in providing the necessary skills to produce effective citizens. All information concerning proven and effective practices must be disseminated to those requesting information. | Yes | Yes | Report our agency must/may provide | |
| 3 | 59-51-30 | State | Statute | Board of Trustees to be elected by General Assembly, composed of 12 elected members. Members will serve a four year term. | No | No - Does not relate directly to any agency deliverables | | |
| 4 | 59-51-35 | State | Statute | Mandated board training for all board members with specific training requirements, within one year of taking office. | No | No - Does not relate directly to any agency deliverables | | |
| 5 | 59-51-40 | State | Statute | Powers and duties of Board defined, as well as gifts and conveyances. | No | No - Does not relate directly to any agency deliverables | | |
| 6 | 59-51-50 | State | Statute | Board of Trustees will hire and oversee Director of Wil Lou Gray. The Director shall prescribe the courses of study and make all rules and regulations for the government of the school. He/She will maintain school's operation and management within the limitations of appropriations provided by the General Assembly. | No | No - But relates to manner in which one or more agency deliverables is provided | | |
| 7 | 5.1 | State | FY 2017-18 Proviso | The Opportunity School will incorporate into its program services for students, ages fifteen and over, who are deemed truant; and will cooperate with the Department of Juvenile Justice, the Family Courts, and School districts to encourage the removal of truant students to the Opportunity School when such students can be served appropriately by the Opportunity School's program. | Yes | Yes | Report our agency must/may provide | |
| 8 | 5.2 | State | FY 2017-18 Proviso | Students attending school at the Wil Lou Gray Opportunity School that are sixteen years of age and are unable to remain enrolled due to the necessity of immediate employment or enrollment in post-secondary education may be eligible to take the General Education Development (GED) Test. | Yes | Yes | Other service or product our agency must/may provide | Offering prevocational training, job readiness and GED testing. |
| 9 | 5.3 | State | FY 2017-18 Proviso | Wil Lou Gray is authorized to carry forward into the current fiscal year the amount of the deferred salaries and employer contributions earned in the prior fiscal year for non-twelve month employees. These deferred funds are not to be included or part of any other authorized carry forward amount | No | No - But relates to sources of funding for one or more agency deliverables | | |
| 10 | 5.5 | State | FY 2017-18 Proviso | Wil Lou Gray Opportunity School is authorized to utilize funds received from the Department of Education for vocational equipment on educational program initiatives. | No | No - But relates to sources of funding for one or more agency deliverables | | |
| 11 | 5.6 | State | FY 2017-18 Proviso | Wil Lou Gray Opportunity School is authorized to retain revenues derived from the lease of school properties titled to or utilized by the school and may use revenues retained for general school operations, including, but not limited to, maintenance of such properties. Unexpended funds may be carried forward into the current fiscal year and used for the same purposes. | No | No - But relates to manner in which one or more agency deliverables is provided | | |
| 12 | 5.7 | State | FY 2017-18 Proviso | All revenues generated from USDA federal grants may be retained and expended by the school in accordance with Federal regulations for the purpose of covering actual expenses in the cafeteria/food service operations of the school. | No | No - But relates to manner in which one or more agency deliverables is provided | | |

| | | | | | | |
|----|-----|-------|-----------------------|---|----|--|
| 13 | 5.8 | State | FY 2017-18 Proviso | The Wil Lou Gray Opportunity School is authorized to sell goods that are by-products of the school's programs and operations, charge user fees and fees for services to the general public, individuals, organizations, agencies and school districts, and such revenue may be retained and carried forward into the current fiscal year and expended for the purpose of covering expenses of the school's programs and operations. | No | No - But relates to sources of funding for one or more agency deliverables |
|----|-----|-------|-----------------------|---|----|--|

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Customer Template

| Service/Product Provided to Customers | Customer Segments | Specify only for the following Segments: (1) Industry: Name; (2) Professional Organization: Name; (3) Public: Demographics. | Divisions or Major Programs | Description |
|--|-------------------|--|--------------------------------|--|
| GED curriculum based academic program | General Public | South Carolina students between 16-19 years of age. | Academics | The Academic Department is responsible for the development of all educational needs of students between 16-19 years of age. |
| Through coordinated efforts with all school districts in SC, student records are transferred and maintained to ensure accuracy and confidentiality. | School Districts | SC Department of Education, all school districts in South Carolina | Academics | Through our admissions department, student records are maintained and transferred to other school districts within South Carolina. |
| Assisting students between the ages of 16-19 to acquire GED and/or vocational services along with basic life-skills necessary to become productive citizens of South Carolina. | General Public | Parents and Guardians of students 16-19 years of age. | Academics | Develop all educational strategies necessary for students between the ages of 16-19 to successfully pass GED test. |
| Maintains the fiscal budget needed to provide the academic, residential and vocational components of the program. | General Public | Students between the ages of 16-19, as well as their parents and guardians. | Administration | Financial support for all academic, residential and vocational components of the program. |
| Provides WorkKeys assessment for all students, which indicates their Job Ready skills | General Public | South Carolina students between 16-19 years of age. | Academics | Through Lexington County School District II, WorkKeys assessment is given to all students. |
| Vocational classes include ForkLift Training, OSHA 10, wood shop and automotive mechanics. | Industry | Potential employers of South Carolina | Vocational | Provides additional vocational skills. |
| Paper, internet and team-building resources offered. | General Public | South Carolina students between 16-19 years of age. | Library | The Library provides additional learning resources for successful completion of the GED. |
| Promote student independence in a structured atmosphere. | General Public | South Carolina students between 16-19 years of age. | Student Services & Residential | Residential employees provide the discipline and structure in a positive atmosphere to promote student independence. |
| Promote student health and internet security. | General Public | South Carolina students between 16-19 years of age. | Support Services | Support services includes building and grounds personnel, cafeteria staff and IT department. |
| Vocational classes include ForkLift Training, OSHA 10, wood shop and automotive mechanics. | General Public | South Carolina students between 16-19 years of age. | Vocational | Provides additional vocational skills. |

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5

Partner Template

| Name of Partner Entity | Type of Partner Entity | Description of Partnership | Associated Goal(s) |
|---|-------------------------------|--|--------------------------------------|
| SC Department of Education | State Government | Define education guidelines for the academic department, including Office fo Exceptional Children. | 1.1.1, 1.1.2, 1.1.3, 1.1.4 and 2.2.1 |
| SC Vocational Rehabilitation | State Government | Provide additional assistance in job training skills for those students who qualify. | 1.1.4 |
| Lexington County School District II | K-12 Education Institute | GED and WorkKeys testing services | 1.1.1 and 1.1.4 |
| South Carolina High Schools | K-12 Education Institute | Collaborative efforts to disseminate school records for admission to Wil Lou Gray. | 1.1.1, 1.1.4, 2.1.1, 2.2.1 |
| South Carolina Middle Schools | K-12 Education Institute | Collaborative efforts to disseminate school records for admission to Wil Lou Gray. | 1.1.1, 1.1.4, 2.1.1, 2.2.1 |
| South Carolina Private Schools | K-12 Education Institute | Collaborative efforts to disseminate school records for admission to Wil Lou Gray. | 1.1.1, 1.1.4, 2.1.1, 2.2.1 |
| South Carolina DJJ | State Government | Collaborative efforts to disseminate school records for admission to Wil Lou Gray. | 1.1.1, 1.1.4, 2.1.1, 2.2.1 |
| USDA | Federal Government | National School Lunch and Breakfast Program | 2.2.1 |
| South Carolina DSS | State Government | Coordinate student placement and subsequent meetings. | 1.1.1, 2.1.1, 2.1.2 and 2.2.1 |
| National Safety Council | Non-Governmental Organization | ForkLift Driver Training | 2.2.1 |
| University of South Carolina | Higher Education Institute | Counseling Internships | 1.1.1 |
| Columbia International University | Higher Education Institute | Counseling Internships | 1.1.1 |
| South University | Higher Education Institute | Counseling Internships | 1.1.1 |
| Webster University | Higher Education Institute | Counseling Internships | 1.1.1 |
| Cayce-West Columbia Jaycees | Non-Governmental Organization | Provide retail work experiences | 2.2.1 |
| Lexington County Recreation Commission | Local Government | Team recreational opportunities | 2.2.1 |
| Cayce-West Columbia Chamber of Commerce | Professional Association | Marketing exposure | 2.1.1 and 2.1.2 |
| SC School Boards Association | Professional Association | Marketing exposure | 2.1.1 and 2.1.2 |
| SC Association of School Administrators | Professional Association | Marketing exposure | 2.1.1 and 2.1.2 |
| Occupational Safety Hazard Association | Federal Government | OSHA 10 Safety Training | 1.1.4 and 2.2.1 |
| Council for Exceptional Children | Professional Association | Updates on best practices for our special needs population. | 1.1.4 and 2.2.1 |
| SC DHEC | State Government | Monitors food service operation and health care. | 1.1.4 and 2.2.1 |

Agency Name: WIL LOU GRAY OPPORTUNITY SCHOOL

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Agency Code: H710 Section: 5

Report and External Review Template

| Item | Is this a Report, Review, or both? | Report or Review Name | Name of Entity Requesting the Report or Conducting Review | Type of Entity | Reporting Frequency | Current Fiscal Year: Submission Date or Review Timeline (MM/DD/YYYY) | Summary of Information Requested in the Report or Reviewed | Method to Access the Report or Information from the Review |
|------|------------------------------------|---|---|----------------|---------------------|--|--|--|
| 1 | External Review and Report | Accountability Report | SC Department of Administration | State | Annually | September 13, 2019 | Detailed analysis of the WLGOs budget and pertinent documents related to the overall mission and vision of the agency. | scstatehouse.gov |
| 2 | External Review and Report | Agency Budget Plan | Executive Budget Office, Revenue and Fiscal Affairs Office and General Assembly | State | Annually | September 3, 2019 | Fiscal year budget request | scstatehouse.gov |
| 3 | External Review and Report | Monthly Reimbursement Claim | (SC Department of Education) USDA | Federal | Monthly | end of each month | Daily meal count. | https://scaps.cnpus.com |
| 4 | Agency Head Evaluation | | | | | | | |
| 4a | External Review and Report | Planning Documents | Agency Head Salary Commission | State | Annually | August 14, 2019 | Objective and Standards required of the Agency Director. | sfaa.sc.gov |
| 4b | External Review and Report | Evaluation Documents | Agency Head Salary Commission | State | Annually | June 26, 2019 | Performance Review of the Agency Director. | sfaa.sc.gov |
| 5 | External Review and Report | Statement of Economic Interest | SC State Ethics Commission | State | Annually | March 30, 2020 | Individual ethics report | ethics.sc.gov |
| 6 | External Review and Report | MBE Report | Office of Minority Business | State | Quarterly | Quarterly | Summary report of expenditures with minority owned businesses | osmba.sc.gov |
| 7 | External Review and Report | Procurement Reports | SC Materials Management Office | State | Quarterly | Quarterly | Emergency sole source and unauthorized procurements | procurement.sc.gov |
| 8 | External Review and Report | Energy Use Report | SC Department of Energy | State | Annually | September 13, 2019 | Report of agency energy consumption for the year | energy.sc.gov |
| 9 | External Review and Report | Capitol Improvement Plan | State Fiscal Accountability Authority | State | Annually | June 12, 2020 | Construction Planning | sfaa.sc.gov |
| 10 | External Review and Report | Equal Employment Opportunity Commission | SC Human Affairs Commission | State | Annually | June 3, 2020 | Report on employee demographics by race and sex | schac.sc.gov |
| 11 | External Review and Report | Bonus and Salary Supplement Report | SC Division of State Human Resources | State | Annually | Quarterly | Agency bonus and salary supplements | admin.sc.gov |
| 12 | External Review and Report | Agency Recycling Report | SC DHEC | State | Annually | August 21, 2019 | Recycled material disposal | scdhec.gov |
| 13 | External Review and Report | Employee Performance Management System | Department of Administration | State | Annually | January 1, 2020 | Employee Performance Analysis | admin.sc.gov |
| 14 | Special Education Reports | | | | | | | |
| 14a | External Review and Report | Child Count and Environment | SC Department of Education | State | Annually | November 13, 2019 | Student count and residential component discription | ed.sc.gov |
| 14b | External Review and Report | Personnel | SC Department of Education | State | Annually | January 5, 2020 | Academic Personnel | ed.sc.gov |
| 14c | External Review and Report | Table 5- Discipline Report | SC Department of Education | State | Annually | July 6, 2020 | Student Discipline | ed.sc.gov |
| 14d | External Review and Report | Table 4-Exit Report | SC Department of Education | State | Annually | August 14, 2020 | Exit review on students who graduate with high school diploma | ed.sc.gov |