

Legislative Oversight Committee
Educational and Cultural Subcommittee Meeting
Thursday, February 28, 2019

Table of Contents

Contents

Agenda	2
Meeting Minutes	4
Study Timeline	7
Agency Overview	8
Snapshot.....	8
Agency Presentation.....	9
Committee Contact Information.....	71

AGENDA

South Carolina House of Representatives



Legislative Oversight Committee

EDUCATION AND CULTURAL SUBCOMMITTEE

Chairman Joseph H. Jefferson, Jr.

The Honorable Neal A. Collins

The Honorable Patricia Moore "Pat" Henegan

The Honorable Tommy M. Stringer

Thursday, February 28, 2019

Immediately Upon Adjournment

Room 321-Blatt Building

Pursuant to Committee Rule 6.8, S.C. ETV shall be allowed access for internet streaming whenever technologically feasible.

AMENDED AGENDA

- I. Approval of Minutes
- II. Discussion of study of the Wil Lou Gray Opportunity School
- III. Adjournment

MEETING MINUTES



Education and Cultural Subcommittee

Tuesday, February 12, 2019

Room 321 Blatt Building

Archived Video Available

- I. Pursuant to House Legislative Oversight Committee Rule 6.8, South Carolina ETV was allowed access for streaming the meeting. You may access an archived video of this meeting by visiting the South Carolina General Assembly's website (<http://www.scstatehouse.gov>) and clicking on *Committee Postings and Reports*, then under *House Standing Committees* click on *Legislative Oversight*. Then, click on *Video Archives* for a listing of archived videos for the Committee.

Attendance

- I. The Education and Cultural Subcommittee meeting was called to order by Chairman Joseph H. Jefferson, Jr., Tuesday, February 12, 2019, in Room 321 of the Blatt Building. All members were present for some or all of the meeting.

Minutes

- I. House Rule 4.5 requires standing committees to prepare and make available to the public the minutes of committee meetings, but the minutes do not have to be verbatim accounts of meetings. It is the practice of the Legislative Oversight Committee to provide minutes for its subcommittee meetings.

- II. Representative Tommy Stringer moves to approve the minutes from the Subcommittee’s meeting on January 31, 2019. A roll call vote is held, and the motion passes.

Representative Stringer’s motion to approve the minutes from the January 31, 2019, meeting:	Yea	Nay	Not Voting: Present	Not Voting: Absent
Neal A Collins				✓
Patricia Moore Henegan	✓			
Joseph H. Jefferson, Jr.	✓			
Tommy Stringer	✓			

Discussion of Wil Lou Gray Opportunity School

- I. Chairman Jefferson provides opening comments and states that this is the subcommittee’s first meeting with Wil Lou Gray. Further, he explains the purpose of the meeting is to receive testimony about enrollment.
- II. Chairman Jefferson states all testimony provided to this Committee is under oath, and reminds everyone previously sworn in that they remain under oath. He swore in the following Wil Lou Gray Opportunity School staff:
- Gary Newsome, Residential Director.
- III. Stewart Cooner, WLGOS Board Vice-Chair provided remarks about the board’s goals for the school.
- IV. Director Smith and Ms. Scott Gaines (Principal) provide testimony about Wil Lou Gray’s student enrollment.
- V. Agency staff respond to Subcommittee member questions about:
1. Enrollment procedures;
 2. Marketing;
 3. Board training; and
 4. Student dropouts and expulsions.

Adjournment

- I. There being no further business, the meeting is adjourned.

STUDY TIMELINE

Legislative Oversight Committee Actions

- May 3, 2018 - Prioritizes the agency for study
- May 9, 2018 - Provides the agency with notice about the oversight process
- July 17 – August 20, 2018 - Solicits input from the public about the agency in the form of an online survey
- January 14, 2019 - Holds **Meeting 1** to **obtain public input** about the agency

Education and Cultural Subcommittee Actions

- January 31, 2019 - Holds **Meeting 2** with the agency to receive an overview of the agency's **history, mission, organization, products, and services**
- February 12, 2019 – Holds **Meeting 3** with the agency to receive testimony about student enrollment
- February 28, 2019 – Holds **Meeting 4** with the agency

Wil Lou Gray Opportunity School Actions

- March 11, 2015- Submits its **Annual Restructuring and Seven-Year Plan Report**
- January 11, 2016- Submits its **2016 Annual Restructuring Report**
- September 2016- Submits its **FY 2015-16 Accountability Report/Annual Restructuring Report**
- September 2017- Submits its **FY 2016-17 Accountability Report/Annual Restructuring Report**
- September 2018 – Submits its **FY 2017-18 Accountability Report/Annual Restructuring Report**
- November 11, 2018- Submits its **Program Evaluation Report**
- January - TBD 2019- Meets with and **responds to Subcommittee inquiries**

Public's Actions

- July 17 – August 20, 2018 - Provides input about the agency via an **online public survey**
- January 14, 2019 – Provides testimony at public input meeting

AGENCY OVERVIEW

Snapshot

Wil Lou Gray Opportunity School

Agency History

In 1921, Dr. Wil Lou Gray, Supervisor of Adult Schools for the SC Department of Education, opened the Opportunity School in Tamassee as an experiment in adult education for women and girls. Between 1921 and 1957, the school rotated around the state, including stops at Anderson, Erskine, Lander, Clemson, and Columbia Colleges. In 1957, the General Assembly declared the school a body politic under the oversight of a Board of Trustees.

Residential
Academic Services
Counseling Services
Healthcare
Admissions

Five Major
Service Divisions

Agency Mission

Serve those citizens of South Carolina between sixteen and nineteen years of age who are most at risk of:

- Being retained in their grade in school.
- Dropping out of school and not completing their education.
- Not making the transition from public schools to the work force.
- 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.

98.41
available FTEs
(87.04 filled)

\$8,927,095
appropriated
and authorized
to spend

Fiscal Year 2018-19 Resources

Successes

As identified by the agency

- Increasing individual GED pass rates
- Partnering with S.C. Vocational Rehabilitation to recover dropouts and provide services geared toward obtaining gainful employment
- Providing service learning opportunities for students

Challenges

As identified by the agency

- Retaining agency staff
- Declining requisite academic proficiencies
- Coordinating services with other agencies

Emerging Issues

Competing alternative programs, Increasing number of applications with chronic mental health and acute medical issues, and Managing a secure, open campus environment

Source: Agency Program Evaluation Report and 2017-18 Accountability Report

AGENCY PRESENTATION



GOALS

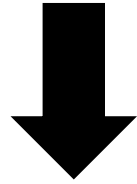
Provide productive educational services to students between the ages of 16 to 19

Enroll and retain student population for each 14-week session

Maintain Human Resource standards to meet the overall mission of the Opportunity School

Goal 1

Provide productive educational services to students between the ages of 16 to 19



Strategy 1.1

Maintain and evaluate testing outcomes annually.



Vision

In continuing with the mission of the late Dr. Gray, it is the main goal of the Opportunity School to provide an education to the at-risk population in South Carolina. The Academic Department is the very core of our existence and in keeping with the motto, “Why Stop Learning?”, it is this reason we remain committed to providing each student with academic and vocational skills necessary to become productive, employable young adults.



Resources Available Per Appropriations Act

Organization	Budget for 2018-2019	Number of FTEs
Academics	\$1,345,806 (Note 1)	21.41(Note 2)

Note 1: Does not include Budget transfer of \$681,988 for EIA Teacher Salary Supplements or \$39,978 for Vocational Equipment from SC Department of Education.

Note 2: Two temporary employees in Academics: School Psychologist and a driver shared with Medical and Residential as needed.



WLGOS Resources Contracted Employees

Organization	Contracted Employees
Academics	Kelly Education Services Substitute Teachers as needed



ACADEMIC DEPARTMENT

Pat G. Smith
Director

Scott Gaines
Principal

Academic Asst.
+ 2 employees

Captain Hamlin
JROTC, +1 employee

Mark Ready
Guidance

Lisa Halter
Special Services

GED Instructors
+9 teachers

Vocational Ed.
+ 3 instructors



Strategy 1.1

Maintain and evaluate testing outcomes annually.



TABE Testing

Test for Adult Basic Education

1

The TABE test is the very first tool we use to evaluate the student's skill levels in Math and English.

This test is given during the first week of school to determine what grade level each student is on academically and to assist in scheduling and adapting “individualized” instructional methods accordingly.

Prior to the completion of each 14-week session, the students are tested again to measure their academic progress.

Math TABE

2017-2018

During the 2017-2018 Academic School Year, the average Math score was at a 5.9 Grade Equivalency, which accounted for 76% of our population, 354 students.

Although some students have increased their Grade Equivalency by as much as 5 years within a 14-week session, the average is about 18 months.

English TABE

2017-2018

During the 2017-2018 Academic School Year, the average English score was at a 4.8 Grade Equivalency, which accounted for 82% of our population, 354 students.

The average Grade Equivalency growth was 17 months in a 14-week session.

TABE Success

- Customized curriculums to meet the needs of the at-risk students.
- Instruction by highly qualified, masters-level teachers in the four core GED areas:
 - Science
 - Social Studies
 - Mathematics
 - Reading/Language Arts
- Maximum class size of 12 students in academic core classes.
- 1:1 utilization of computerized programs on Chromebooks such as IXL and Keytrain, paired along with direct instruction and collaborative learning projects.

Special Education

2

In order to better prepare individualized instruction for students with special education needs, our Principal dually serves as the Special Education Coordinator. Within the first week of academic instruction, those students with an IEP (Individualized Education Program) or 504 Plan meet with the Coordinator, Medical Staff and Counselor, along with their guardians, to ensure accuracy of accommodations required and implemented.

Special Education Success

2017-2018

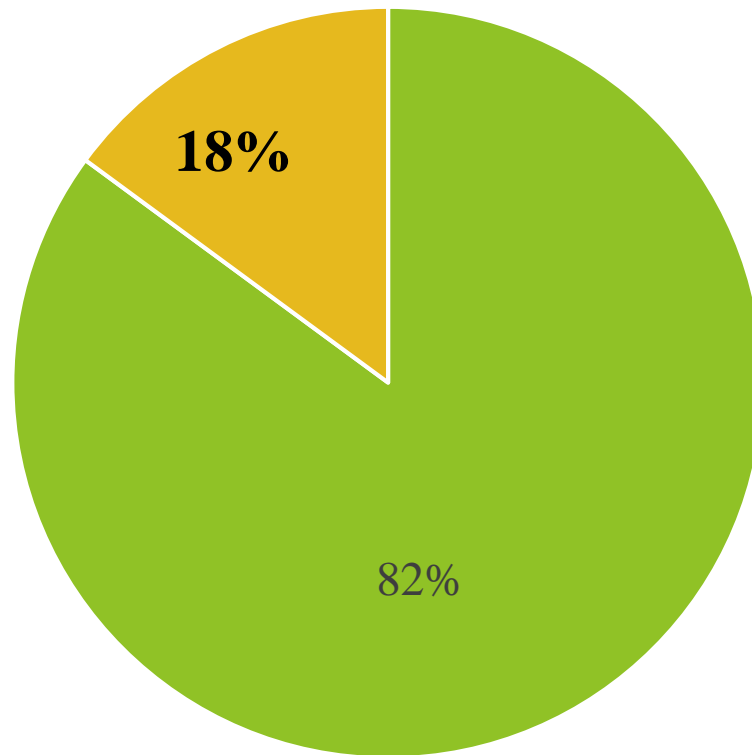
354 students enrolled

194 students earned a
GED

85 had either a 504 Plan
or an IEP

34 students with only an
IEP earned their GED

**18% SUCCESS
RATE**



Work Ready Skills

3

As part of the academic curriculum for the students, work ready skills are offered through the WorkKeys Assessment, ASVAB and Vocational Classes. Giving the students options is very important since not all pursue the same path in life. In cooperation with Lexington School District II and Lexington School District IV Adult Education we are able to provide our students with the WorkKeys testing free.

WorkKeys Assessment

2017-2018

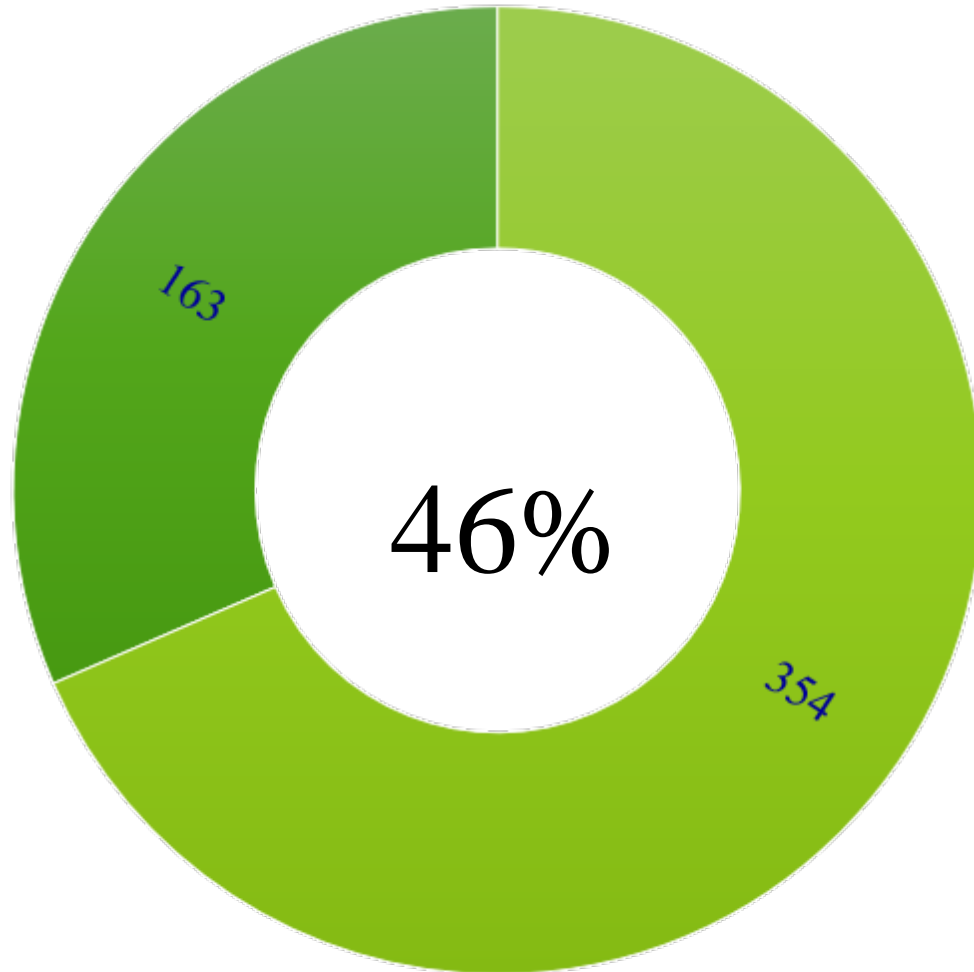
The WorkKeys Assessment is given to each student that enrolls at the Opportunity School. This tool is used throughout South Carolina by employers to evaluate a variety of work ready skills of future employees.

There are four levels of WorkKeys Cards:

Bronze ▪ Silver ▪ Gold ▪ Platinum

163 students received a Silver Card or above.

Work Keys Assessment Silver and Above 2017-2018



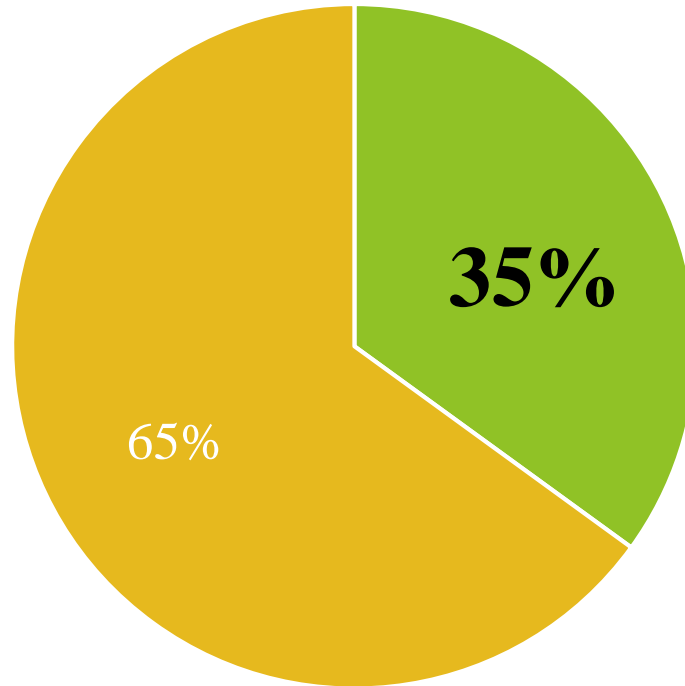
■ Students ■ Silver Cards & Above

ASVAB Testing

2017-2018

- The Armed Services Vocational Aptitude Battery (ASVAB) is a multiple choice test, administered by the United States Military Entrance Processing Command, used to determine qualification for enlistment in the United States Armed Forces.
- As part of our academic curriculum, all students are required to take the ASVAB.
- The minimum score to enlist in the Army and Marines is 31 and a 50 for the Air Force and Navy.

ASVAB Testing Success 31 and Above 2017-2018



■ 31 & Above

■ Total Students

GED Testing

4

The Academic Department is focused on one particular goal, and that is to motivate “at-risk” students to become productive, employable young adults through academic and vocational coursework. The Wil Lou Gray Opportunity School simply would not be in existence if that main mission was not successful. Through the use of advanced technology, individualized instruction, and state certified teachers we have created the perfect balance for GED success for the citizens of South Carolina.

GED

- ✓ The General Equivalency Degree, GED, refers to a system of standardized examinations which entitle those who pass to receive a credential considered as equivalent to completion of high school.
- ✓ The GED[®] test covers 4 subjects:
 - Math
 - Science
 - Social Studies
 - Language Arts
- ✓ Our students usually take one or two tests per day at an official GED[®] test center.
- ✓ The minimum score to pass each section is a 145.

How we make it happen:

- ▶ Give the TABE for Math and Language Arts
- ▶ Satisfy IEP and 504 recommendation by the SCDOE
- ▶ Individualize lesson plans for each student for academic success
- ▶ Determine and implement counseling needs to assist in academic success
- ▶ Provide Pre-GED testing to evaluate pass rates of the GED
- ▶ Coordinate testing schedules for the GED
- ▶ Apply and complete required steps for specialized testing with accommodations for special needs population
- ▶ Transport students to available Pearson Testing Centers

GED Results

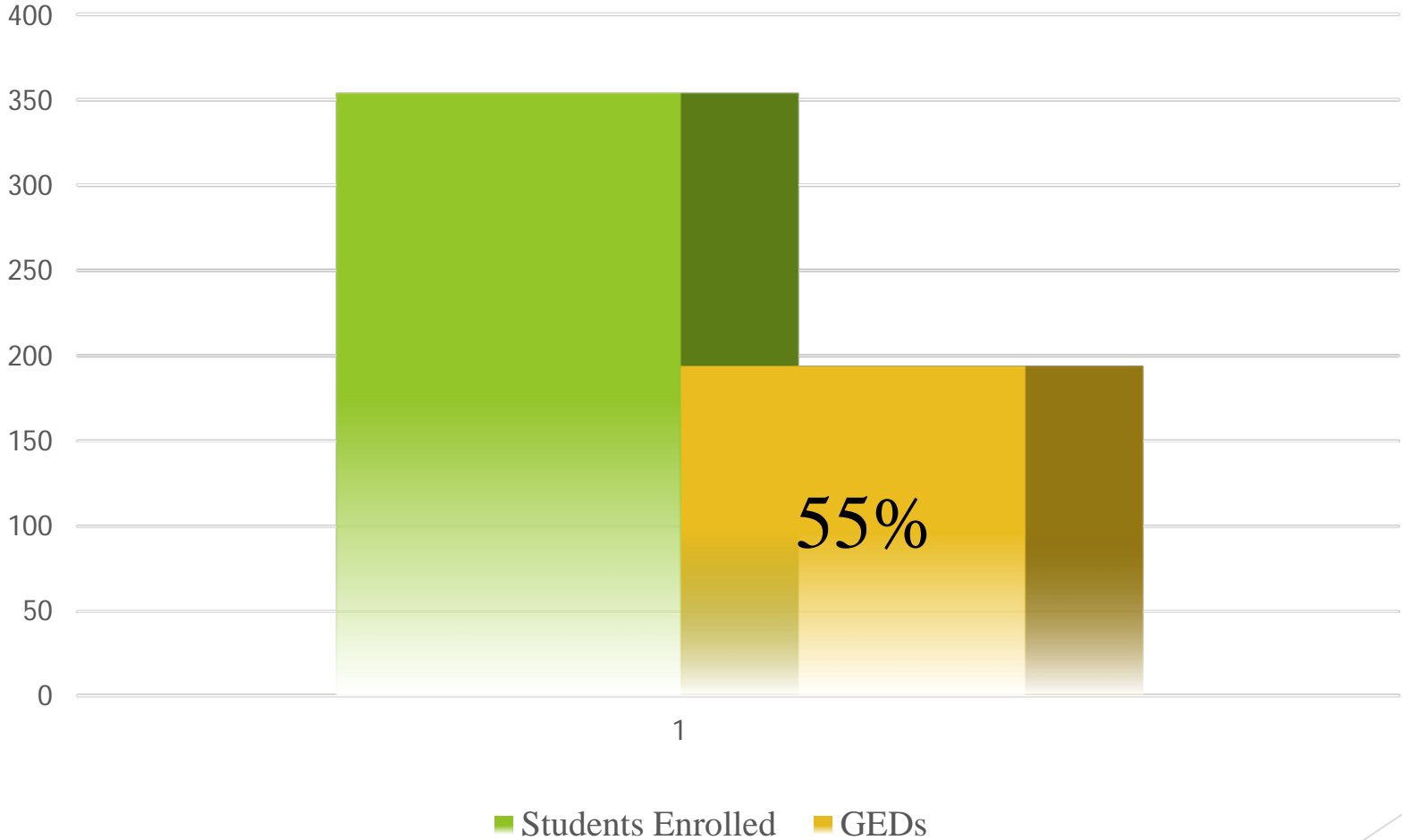
2017-2018

During the 2017-2018 Academic Year there were 981 attempts made to pass the four individual sections. Of the 981 attempts, 819 were successful. **Resulting in an 83% GED Pass Rate.**

The 194 of 225 students who attempted all four sections received their GED. **This resulted in an 86% GED Success Rate.**

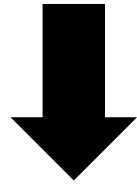
GED Pass Results

2017-2018



Goal 1

Provide productive educational services to students between the ages of 16 to 19

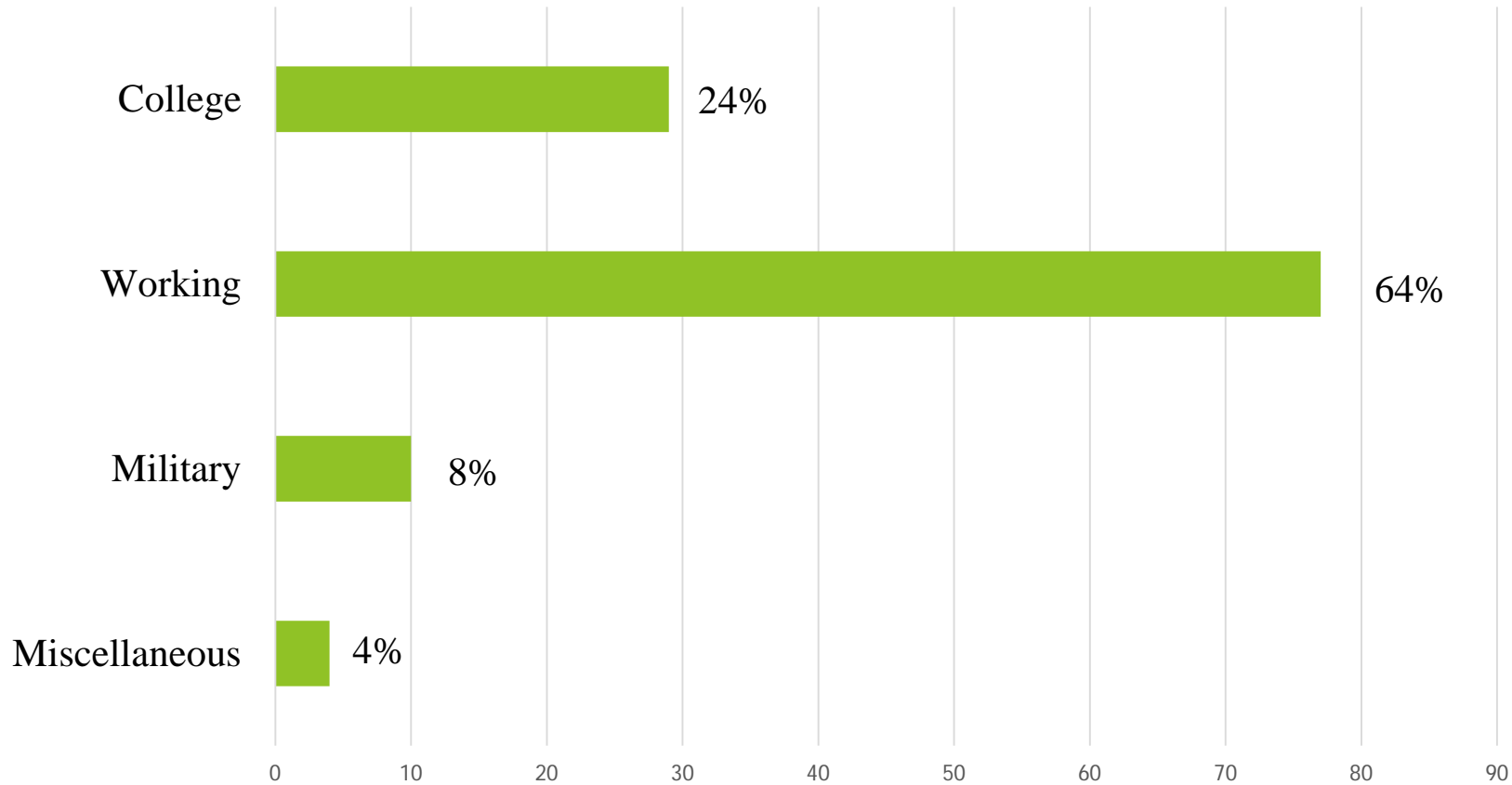


Strategy 1.2

Student success post graduation



2017-2018 Graduate Survey



120 students surveyed at
graduation ceremony



GOALS

Provide productive educational services to students between the ages of 16 to 19

1

Enroll and retain student population for each 14-week session

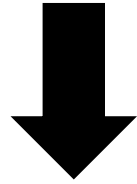
2

Maintain Human Resource standards to meet the overall mission of the Opportunity School

3

Goal 2

Enroll and retain student population for each 14-week session



Continuation from February 12, 2019 presentation with an emphasis on Retention.

Strategy 2.2

Monitor and *retain student enrollment* through admissions profiling.

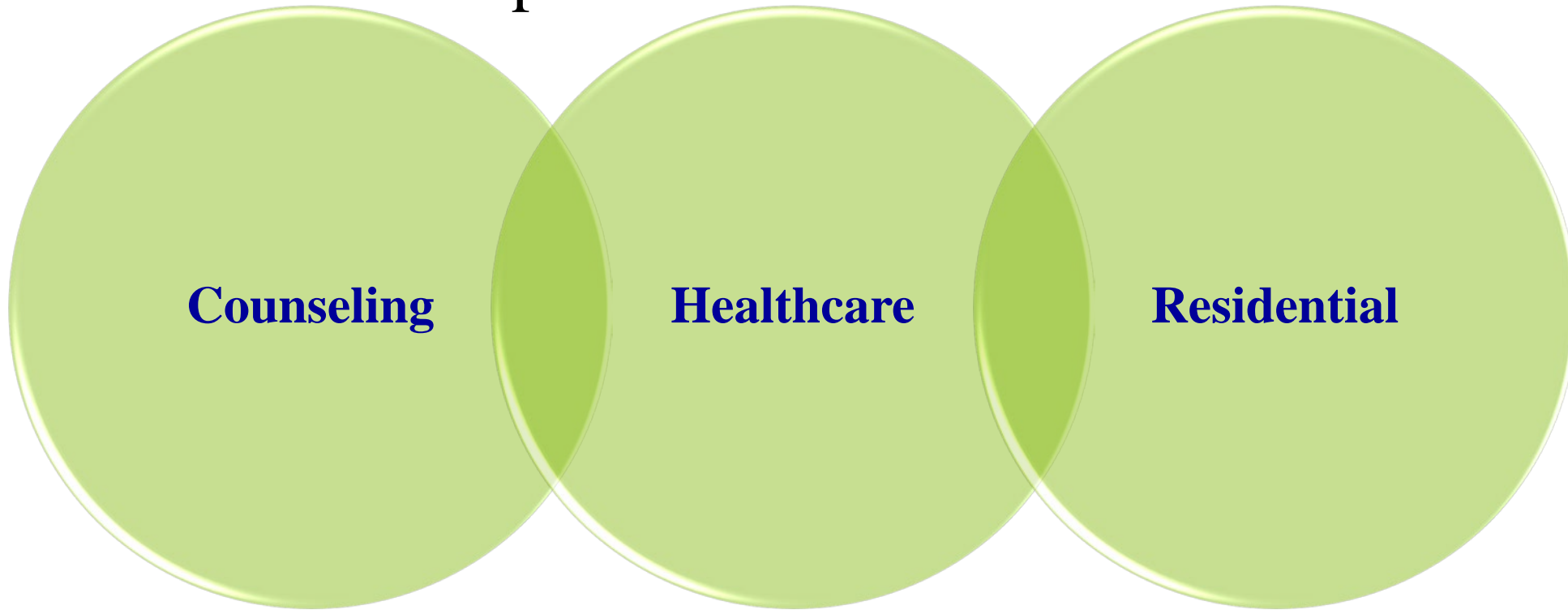


Vision

There are many facets to serving the “at-risk” students at Wil Lou Gray, all of which contain specific objectives in obtaining the overall mission. Enrollment may be the first step, but retention is a goal that requires detailed involvement and professional expertise from all levels of staff equipped to handle the needs of the students we serve. No two students are alike, which is why we develop individualized academic, social, medical and mental agendas accordingly.



Keeping the students focused on obtaining their GED involves **THREE STRATEGIES** we developed to assist in retention.



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Counseling

1

In keeping with the mission of the Opportunity School, the Counseling Department provides a variety of mental health services necessary to retain students. As part of our program, one-on-one counseling sessions are available to all students. This allows the student to openly discuss their current mental health and assist the counselor in diagnosing a social-emotional readiness plan for them to succeed academically.

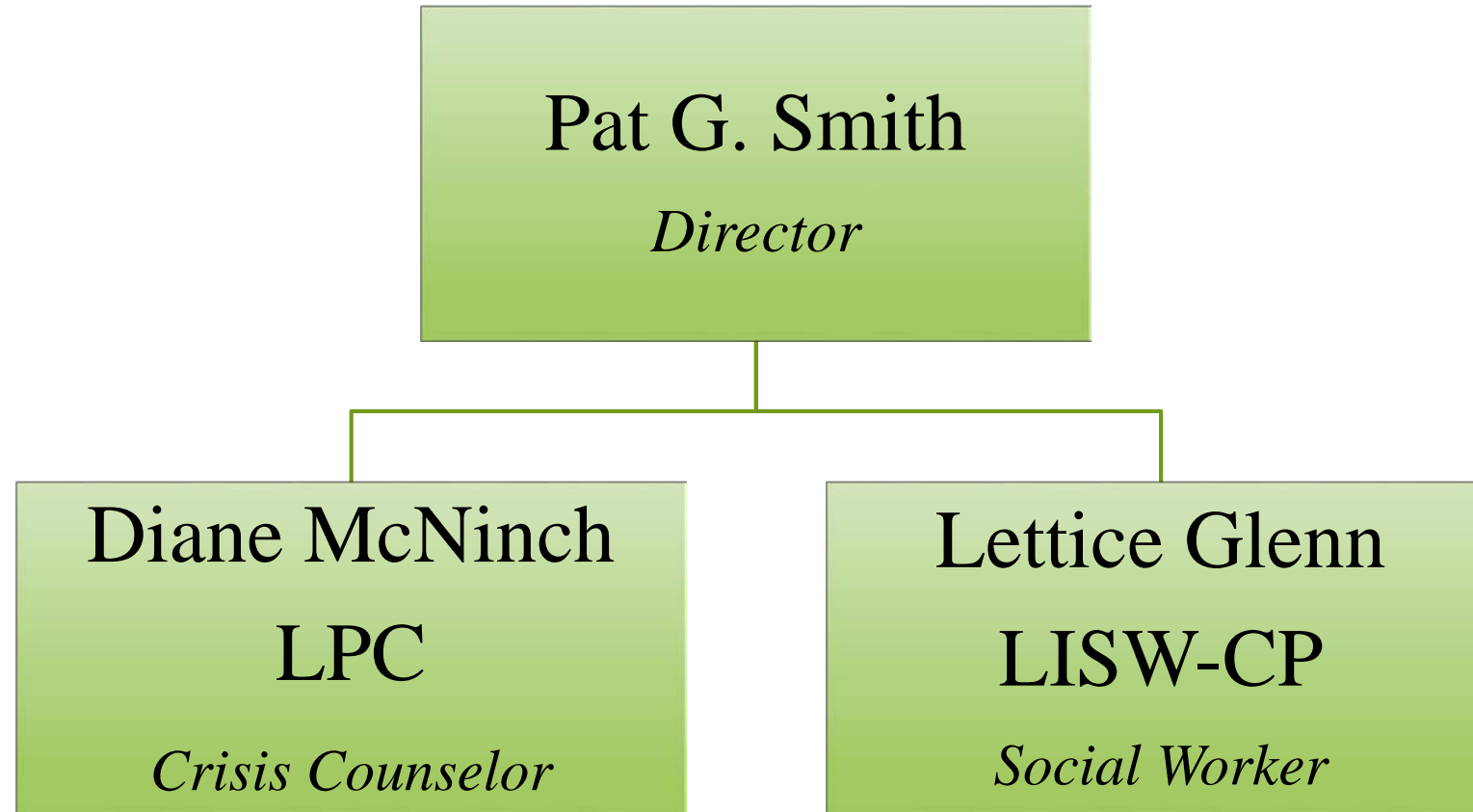
Resources Available Per Appropriations Act

Organization	Responsible Person	Budget for 2018-2019	Number of FTEs
Medical	Ms. Brenda Arant, RN Ms. Lettice Glenn, LISW Ms. Diane McNinch, LPC	\$581,509	8.00 (Note 2)

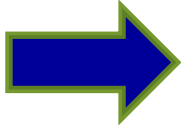
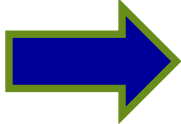
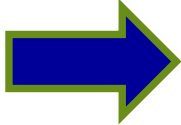
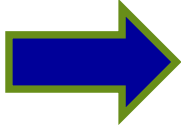
Note 2: Two Temporary employees in Academics: School Psychologist and a driver shared with Medical and Residential as needed.

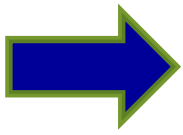
Two temporary employees in Medical: Medical Doctor and a Licensed Professional Counselor –Intern.

Counseling Department



The following aspects of counseling are addressed with each student to provide care to improve mental, emotional, behavioral and overall holistic health for retention and positive academic outcomes:

-  Require all students to attend counseling sessions
-  Establish trust and respect of students
-  Collaborate with parents on student issues
-  Identify and educate staff on all services relating to student health and wellbeing

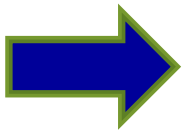


Require all students to attend counseling sessions

- Preadmission assessment
- Initial assessment
- Individualized treatment plans
 - Needs based
 - Goals Driven
 - ACE
 - Columbia
- Crisis Counseling
- Scholar Centric Data Resiliency

Master Level Practicum and Intern Students

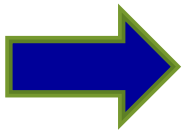
Typical caseload full time
Schools work with
LPC-A



Establish trust and respect of students

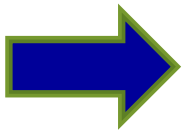
Informed Consents & Explanation of Services Available

- Student diagnosis education
- Confidentiality Notices
- Collaborative treatment planning in the residential setting
 - Counseling request procedure
 - Sick Call procedure
- Collaboration for Aftercare
- Safety Plans:
 - Suicidality
 - SIB
 - Therapeutic
 - Medical: Urgent or emergent care · f/u or routine appointments
Consults · medication/treatment



Collaborate with parents on student issues

- ✓ Interview Process
(answering medical and mental health questions)
- ✓ Phone conferences with and without student
- ✓ Follow Up
- ✓ Notification of counseling or medical conditions that may arise
- ✓ Work with other medical and counseling professionals as needs and issues arise
(Examples: Refills, appointments, etc.)



Identify and educate staff on all services relating to student health and wellbeing

Counseling

- Yearly Staff Training on mental health and behavioral health diagnoses and treatment modalities to include but not limited to:

Specific Diagnoses Education (ADHD, depression, etc)

Trauma Informed Care

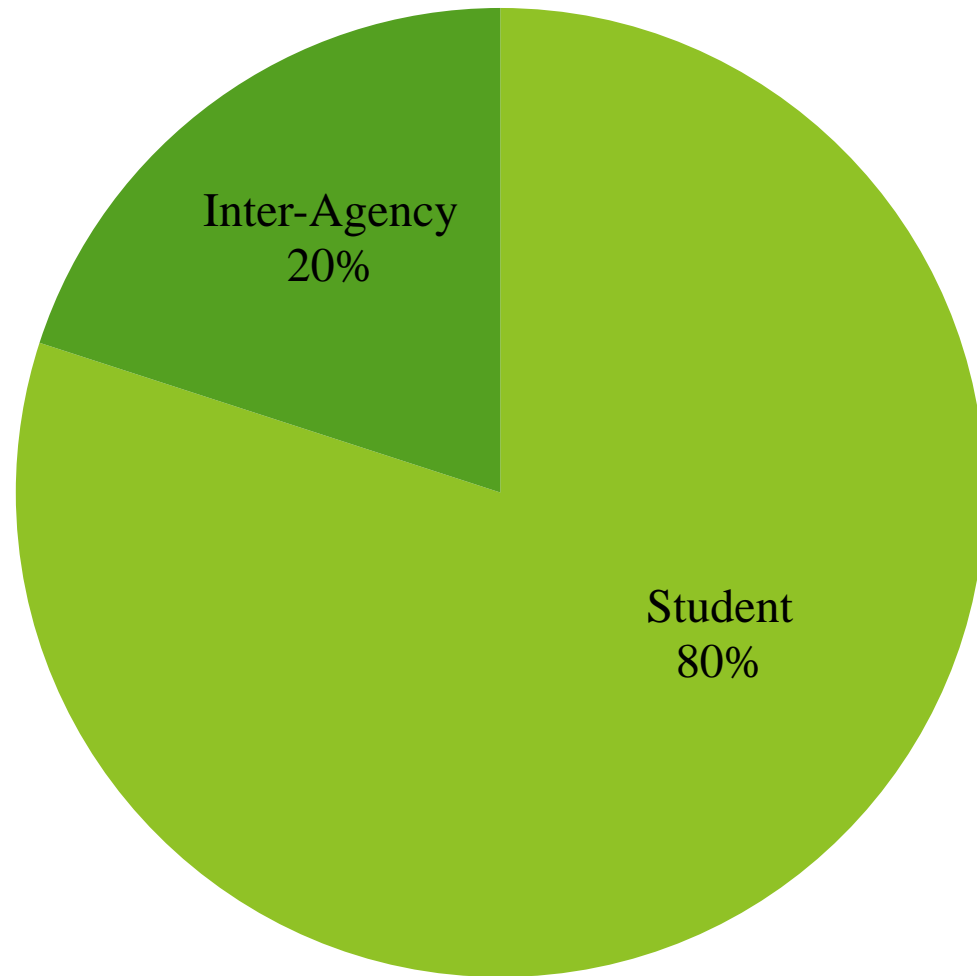
Boundaries

- Staffings each cycle on incoming students
- Suicidality/SIB education, procedure and care
- Mental Health First Aid Training
- Intern trainings and orientation to meet university expectations of degree plans and supervision

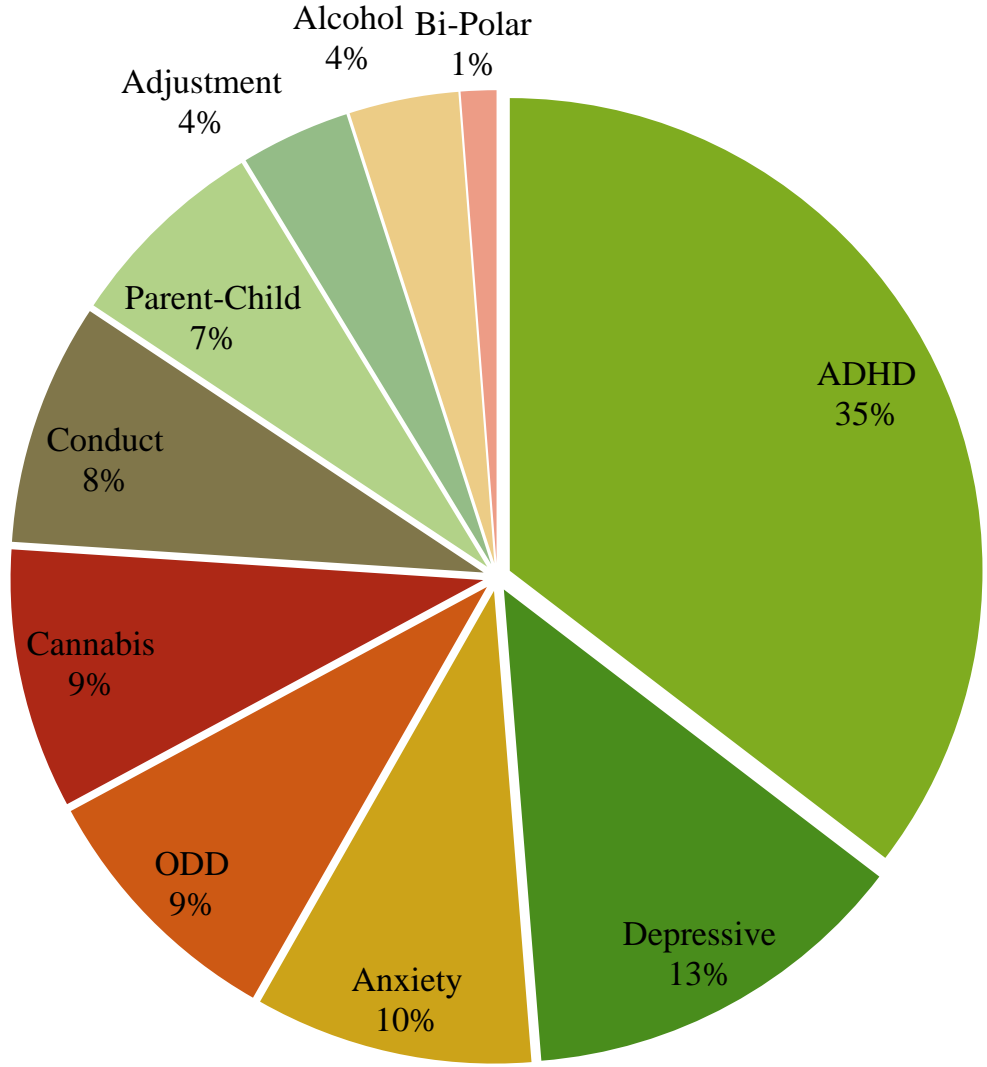
Counseling Interagency Collaborative Care

- DJJ: Probation, court dates, community service
- DSS: Foster care, placements, guardians
- Area State Mental Health Agencies for those with established ongoing care or those in need of referrals

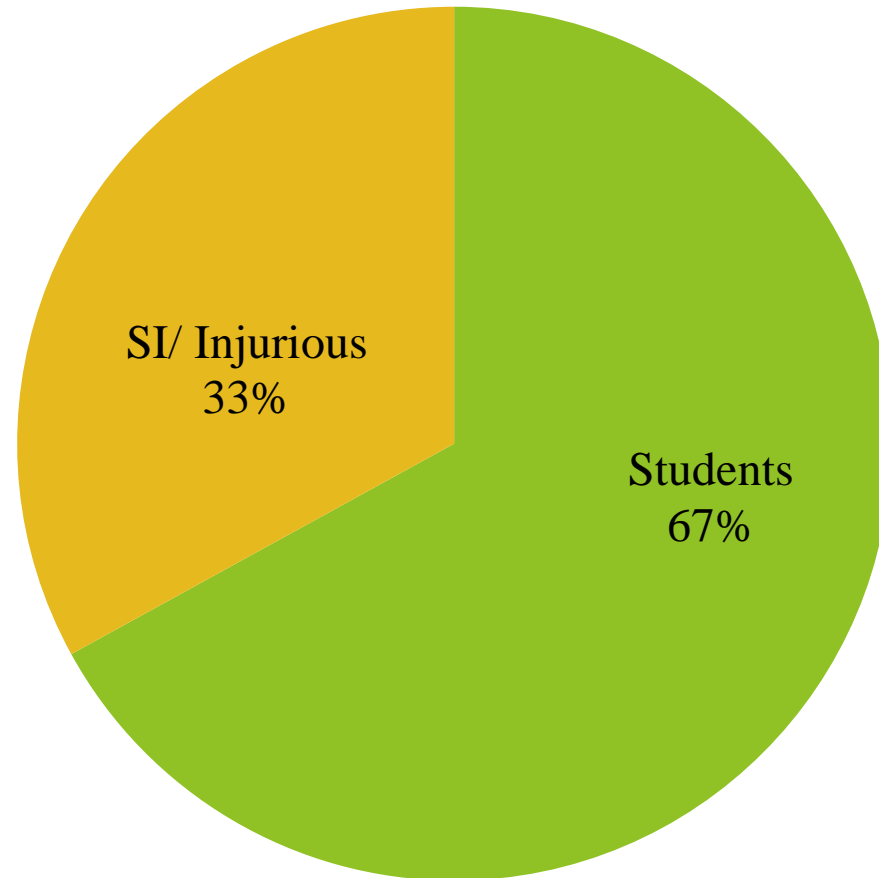
Inter Agency Collaboration



Counseling Diagnoses



Suicide & Self-Injurious Behaviors

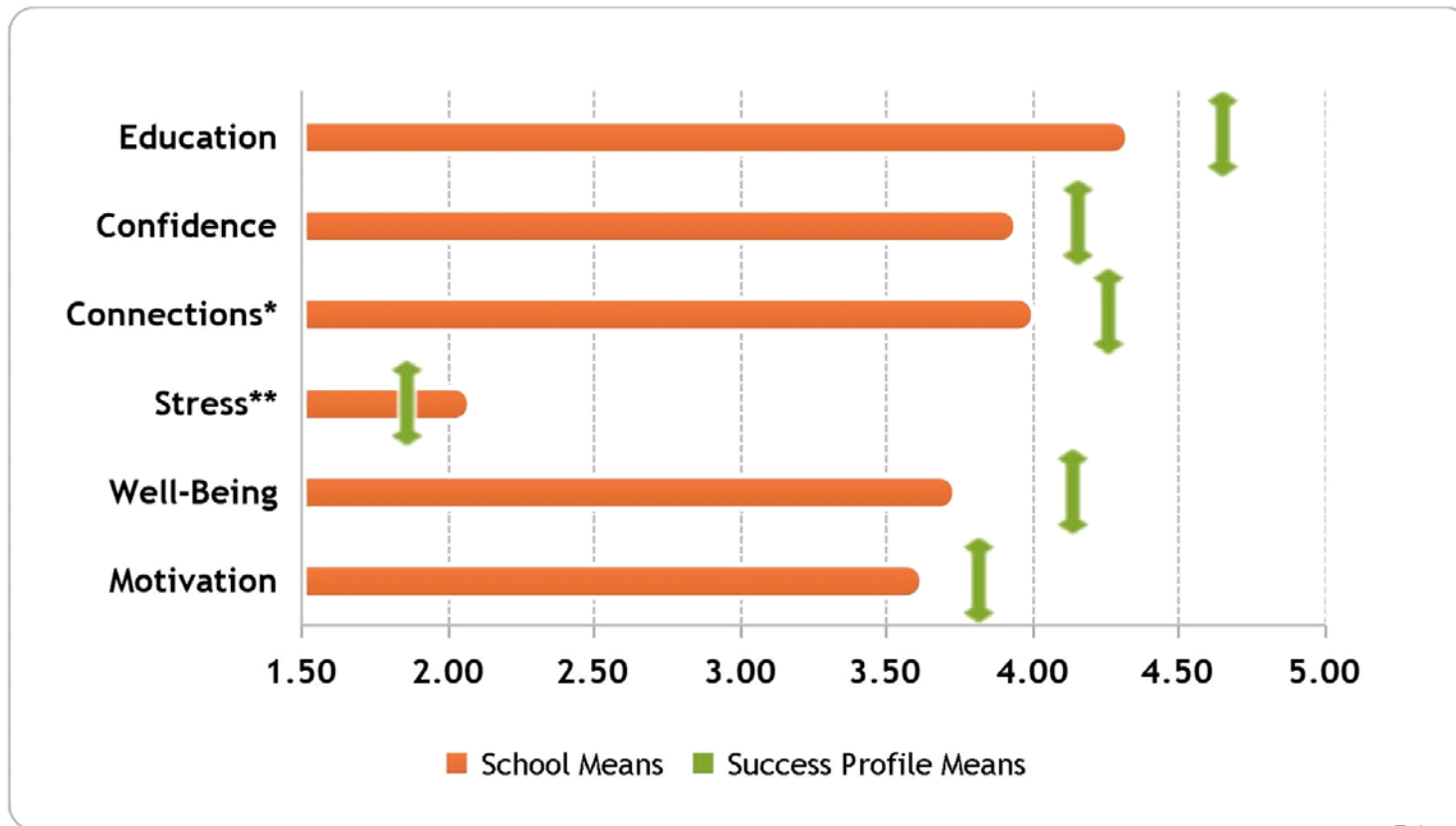


Scholar Centric

To assist with retention and academic success, all students are given the Scholar Centric Resiliency Assessment to guide counseling sessions. This program helps identify the root causes of a student's disengagement, which are often symptoms of deeper social and emotional issues. When educators are empowered with data about students' resiliency, they can specifically target underlying issues and improve academic performance, attendance, behavior, and graduation rates. The *Success Highways* Resiliency Assessments measure students' aptitude in six resiliency areas that have been shown by research to dramatically impact academic achievement.

II. Status of Academic Resiliency - Means Comparison Analysis

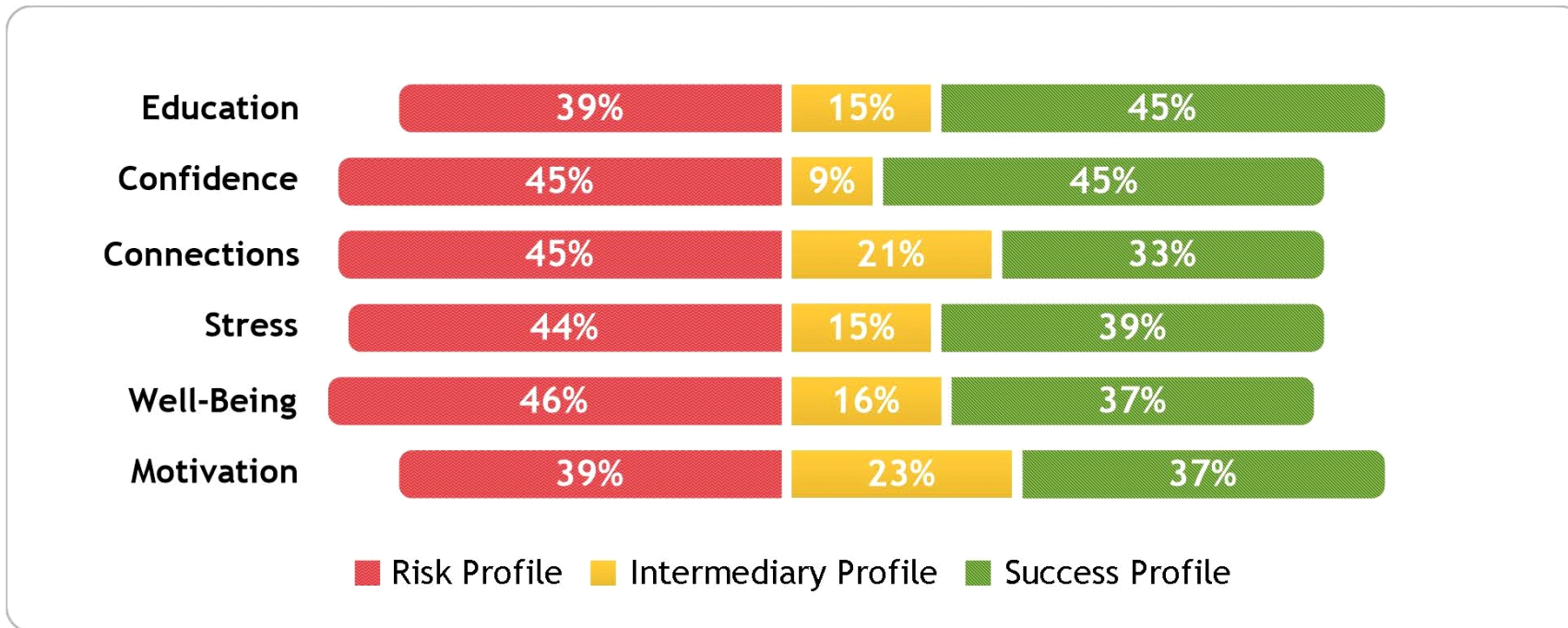
The graph below provides an overview of where your students as a group score on the Clear Path assessment as compared to the Success Profile means. By providing the means of successful students your school can easily see whether your students are experiencing more than typical risk in a resiliency area. This data can be used by your school to determine how much overall improvement is needed and which resiliency areas generally need the most attention.



II. Status of Academic Resiliency - Academic Risk and Success Profiles

School-Wide Analysis

While the Means Comparison Analysis on the prior page offers a good overview of how your students compare with risk and success profiles and district norms, the below chart may account for outliers within the group who may be pulling the means up or down. This display shows the percentages of students who fit within the Risk, Intermediary and Success Profiles. Your school can use this information to further target areas most in need of improvement.

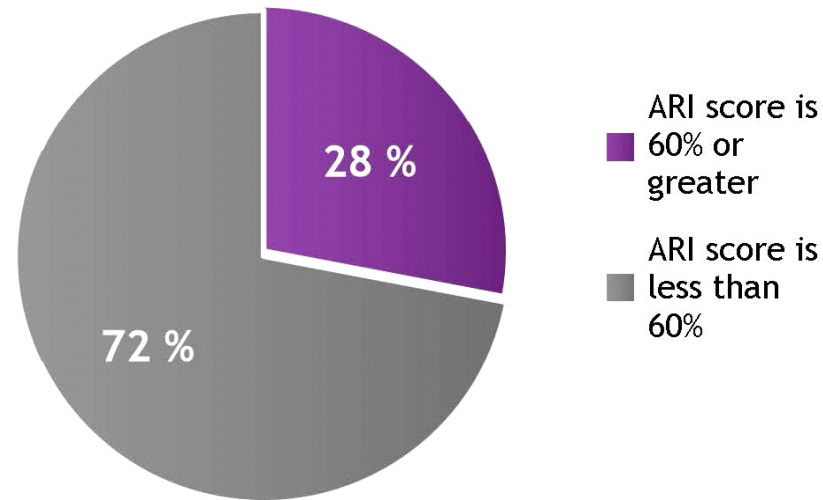


Students who did not complete a skill section are not included in that particular skill's analysis. For this reason, the School-Wide Analysis percentages may not add up to 100%.

Academic Risk Index

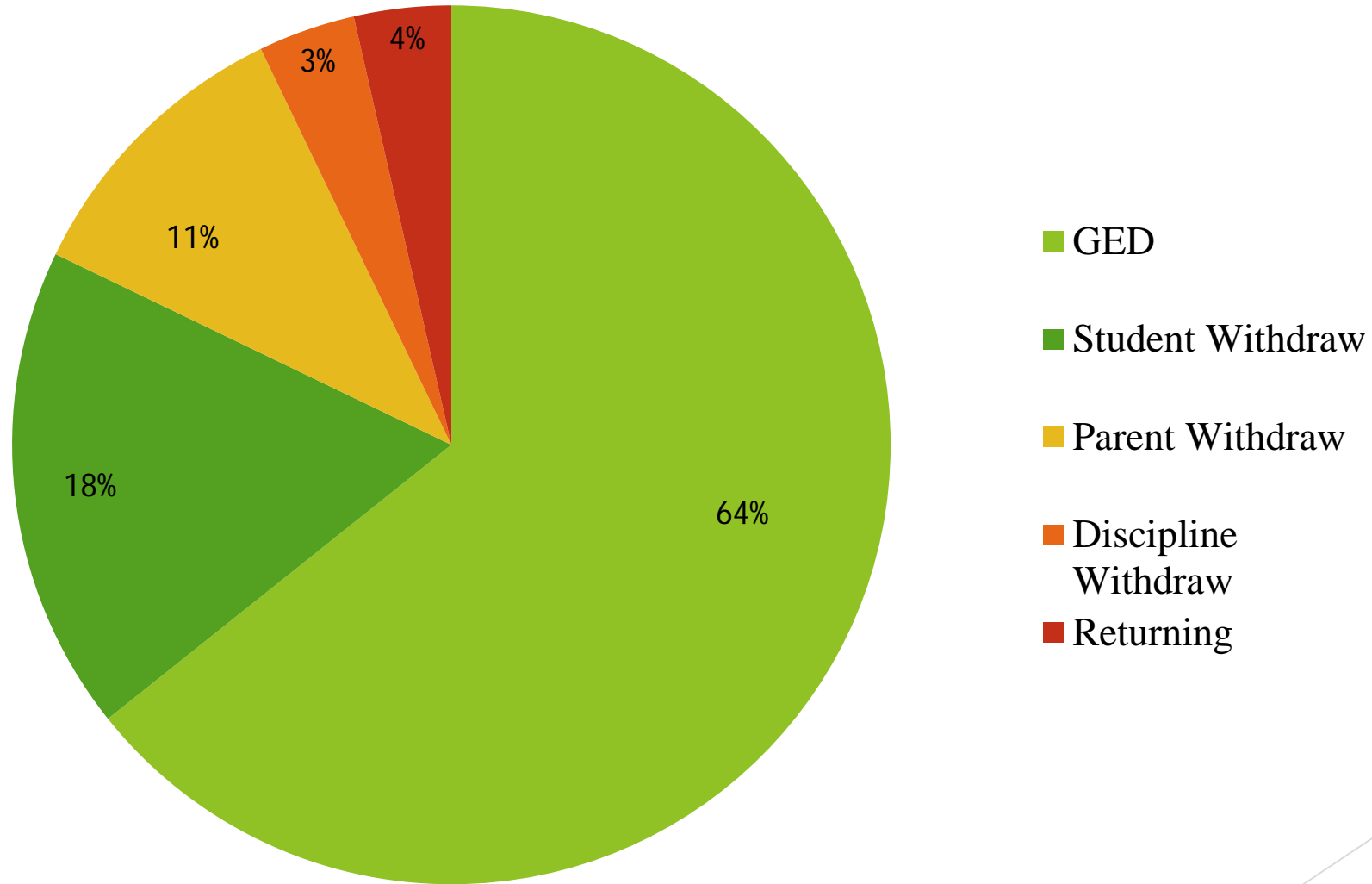
The Academic Risk Index indicates each student's level of risk of academic failure based on that student's responses within the five sub-scale measures proven to be most predictive of future academic performance. (9) The below chart shows the percentage of students who have an Academic Risk Index score of 60%.

Students Most At-Risk as of the Clear Path Assessment: Level 2, Form A



The total number of students who had an Academic Risk Index score of 60% or higher is 28.

Academic Risk Indicator 60% or Higher



Healthcare

2

In keeping with the mission of the Opportunity School, the Healthcare Department provides a variety of health services on a daily basis. To promote academic success and retention, all students requiring scheduled medications and daily health management are seen before and after academic instruction.

Resources Available Per Appropriations Act

Organization	Responsible Person	Budget for 2018-2019	Number of FTEs
Medical	Ms. Brenda Arant, RN Ms. Lettice Glenn, LISW Ms. Diane McNinch, LPC	\$581,509	8.00 (Note 2)

Note 2: Two temporary employees in Academics: School Psychologist and a driver shared with Medical and Residential as needed.

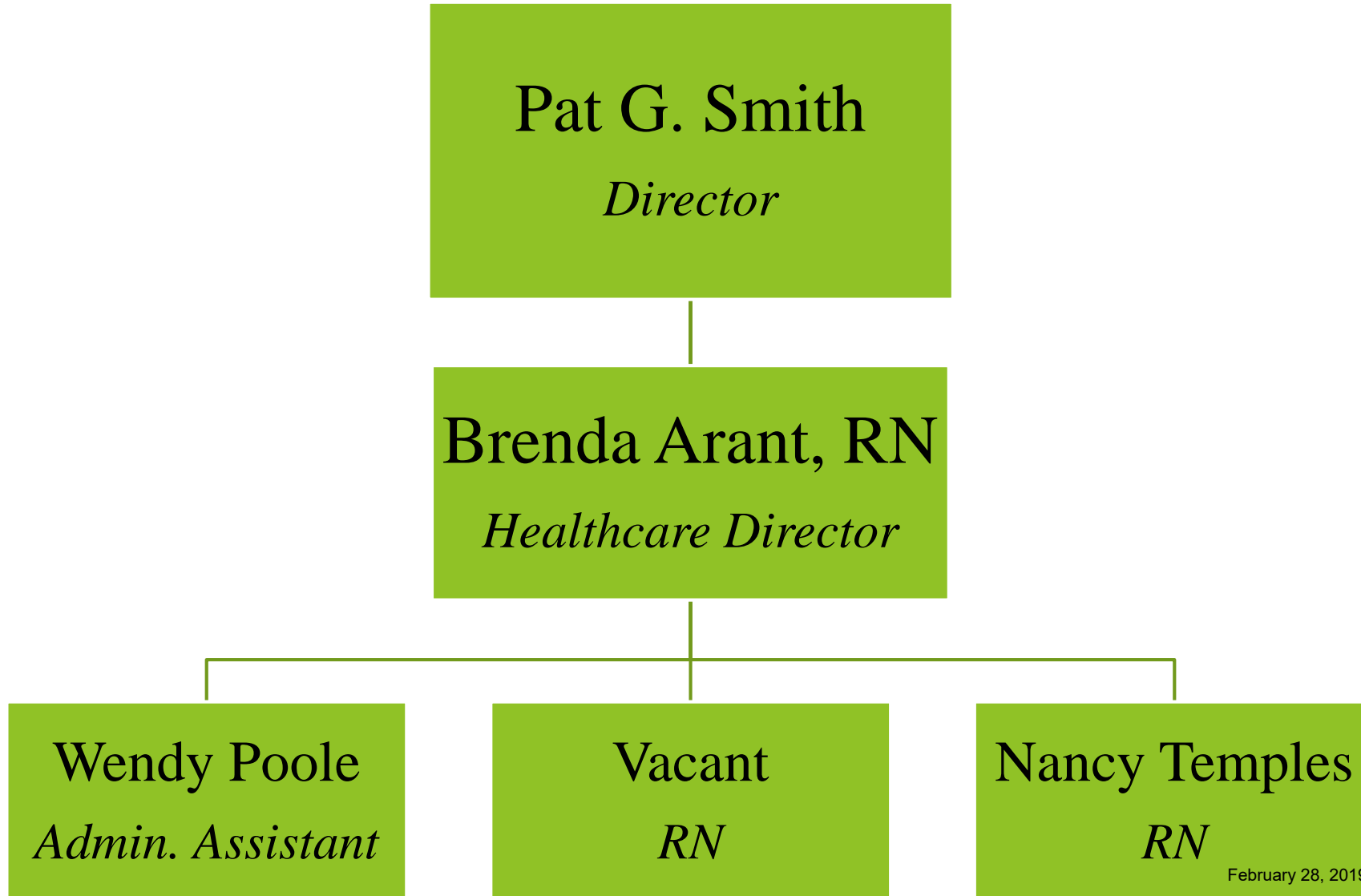
Two temporary employees in Medical: Medical Doctor and a Licensed Professional Counselor –Intern.

WLGOS Resources

Contracted Employees

Organization	Contracted Employees
Medical	Open Door Personnel MedFirst On Call Nurses as needed

Healthcare Department



SNAP

SNAP Health Center is a secure, web-based software program designed to improve student health outcomes by having all information in one centralized location. This includes:

- ▶ Sick visits
- ▶ Emergent
- ▶ Routine Visits
- ▶ Education
- ▶ Nutrition
- ▶ Diabetic Care
- ▶ Weekly Weights
- ▶ Blood sugar/Blood pressure logs
- ▶ Physicals
- ▶ Immunization records
- ▶ Insurance information

Daily Management of Medications

ADHD

ADD

Gastric Medication

Depression

Anxiety

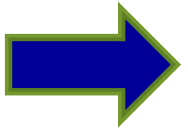
Asthma

Diabetes

Sleep Medication

Mood Stabilizers

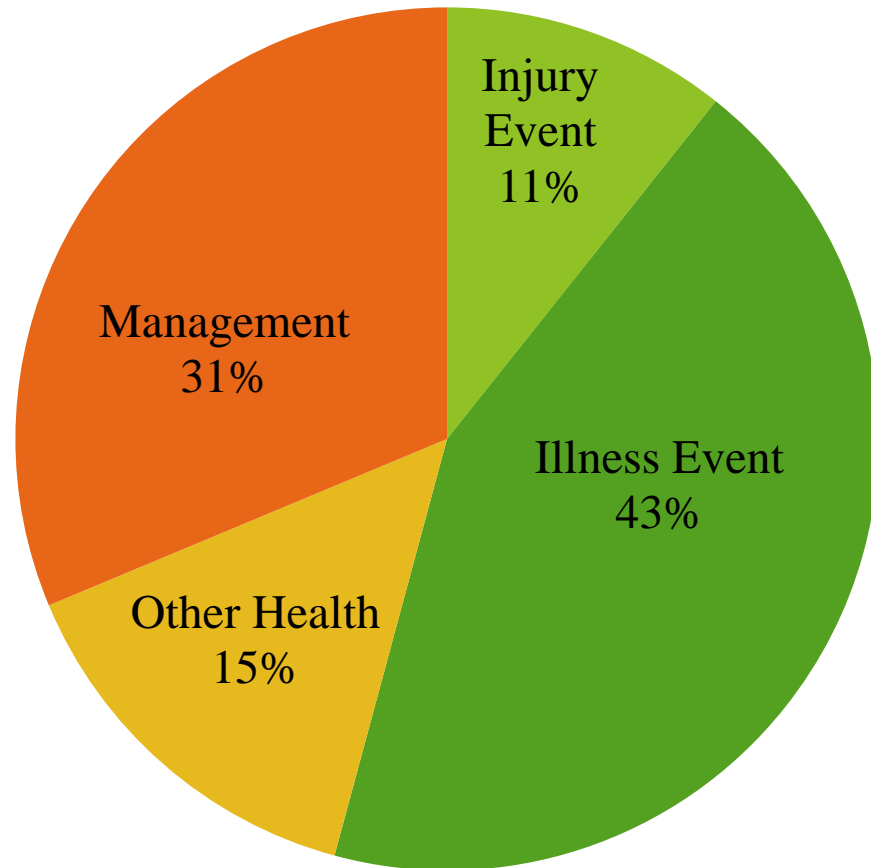
Allergy Medication



Identify and educate staff on all services relating to student health and wellbeing

- ❖ Yearly and PRN Cadre Training on Medical Procedures with Skills Check-Off
 - Vital signs
 - Blood sugar
- ❖ Diabetic Training (Hypo/Hyperglycemia)
- ❖ Asthma Inhaler Training (Albuterol)
- ❖ Head Injury Neuro-check training
- ❖ New Employee Training
- ❖ Agency/Substitute Nurse Training
- ❖ CPR/AED Training
- ❖ First Aid Training
- ❖ Yearly OSHA Training (Bloodborne Pathogen)
- ❖ Writing/Implementing Individualized Health Care Plans
- ❖ Description of medical profiles for allergies, injuries, i.e. bands and labels for notification to all entities involved in student care

Primary Health Concerns 2017-2018



Residential

3

In keeping with the mission of the Opportunity School, the Residential Department provides the social and physical activities necessary to keep the students engaged in the program at Wil Lou Gray. In turn, this directly correlates with the decrease in student dismissals due to discipline issues.

Resources Available Per Appropriations Act

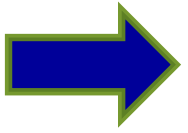
Organization	Responsible Person	Budget for 2018-2019	Number of FTEs
Residential Services	Mr. Gary Newsome	\$2,049,573	41.39

Residential Department

Pat G. Smith
Director

Gary Newsome
Residential Director

+ 45
*Human Service
Specialists*



Establish and/or facilitate extra-curricular activities for the students

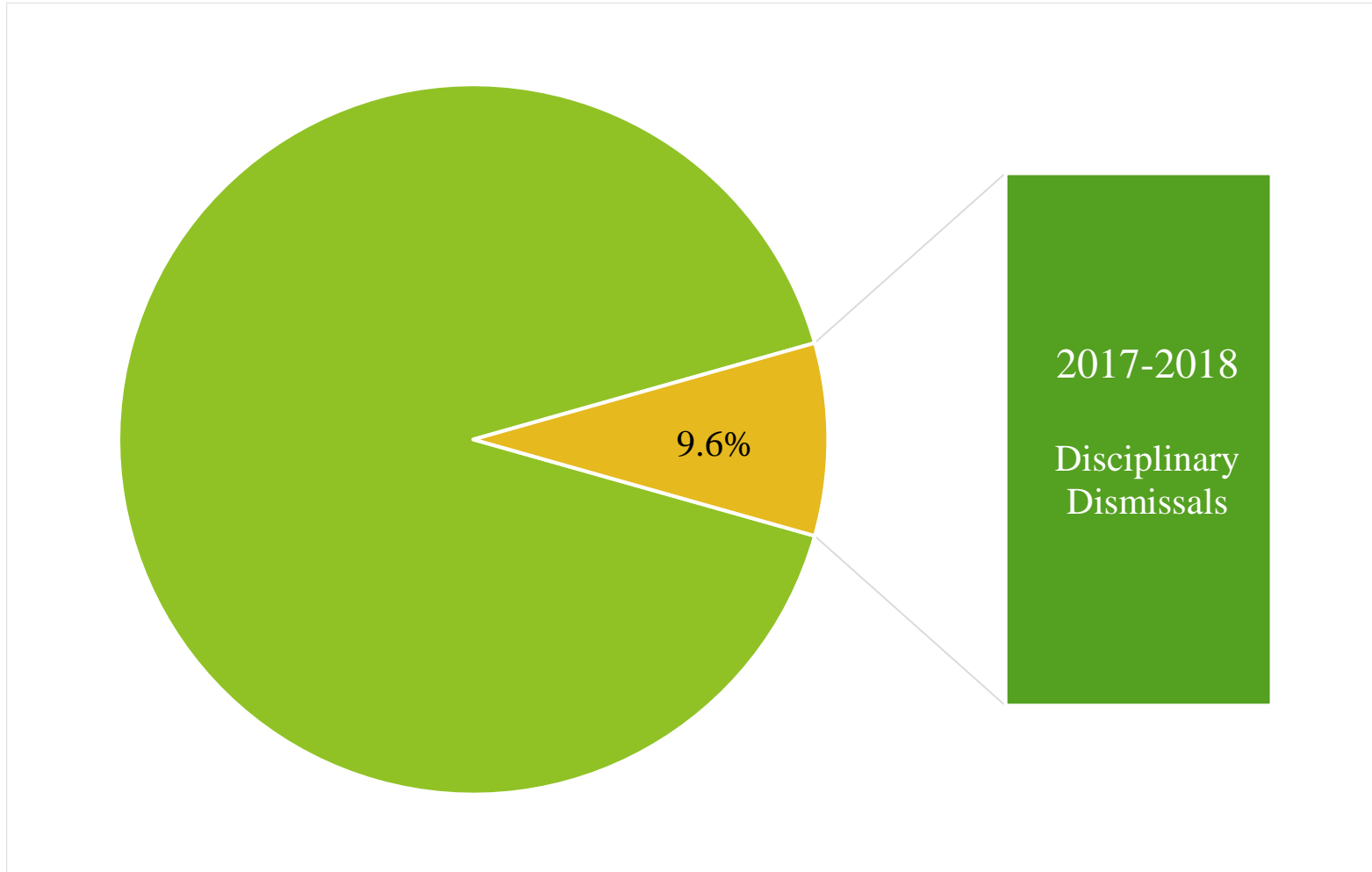
Activities

- ❖ Kayaking
- ❖ Running Club
- ❖ Cycling
- ❖ Fishing
- ❖ Church Services
- ❖ Movie Night
- ❖ Flag Football
- ❖ Paintball
- ❖ Softball
- ❖ Basketball
- ❖ Talent Show

Community Service

- ❖ Cayce-West Columbia Jaycees Halloween event
- ❖ Habitat for Humanity
- ❖ City Roots Sustainable Farm
- ❖ Animal Mission of the Midlands
- ❖ Saluda River Clean-up
- ❖ Cayce Riverwalk Clean-up
- ❖ JROTC events

Through the collective efforts of counseling services, health management and extra-curricular activities, disciplinary dismissals have declined. Of the 354 students enrolled, only 34 left due to disciplinary reasons.





Committee Mission

Determine if agency laws and programs are being implemented and carried out in accordance with the intent of the General Assembly and whether they should be continued, curtailed or eliminated. Inform the public about state agencies.

Website: <http://www.scstatehouse.gov/CommitteeInfo/HouseLegislativeOversightCommittee.php>

Phone Number: 803-212-6810

Email Address: HCommLegOv@schouse.gov

Location: Blatt Building, Room 228