

## Accountability Report Transmittal Form

Agency Name Law Enforcement Training Council

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# Law Enforcement Training Council



September 1, 2010

South Carolina Criminal Justice Academy  
2010 Accountability Report

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## Section I – Executive Summary

The South Carolina Police Academy was created in 1968 when the South Carolina State Legislature allotted \$30,000 to the South Carolina Law Enforcement Division (SLED). In 1970, the Training Act was enacted, which established the South Carolina Law Enforcement Training Council, and the South Carolina State Legislature created the South Carolina Criminal Justice Academy. In 1993 the Academy became a division of the South Carolina Department of Public Safety. On May 30, 2006 legislation reestablished the Criminal Justice Academy (CJA) as a separate agency.

### 1. **Organization's stated purpose, mission, vision, and values:**

**Purpose:** Train law enforcement personnel.

**Mission:** To train criminal justice personnel by providing mandated training and a continuous certification process.

**Vision:** To foster a safer environment for the citizens of South Carolina through a prepared criminal justice population.

**Values:** Quality education system; more cost effective open and accountable government; more competitive business environment.

### 2. **Major achievements for past year:**

- a. Training – A 3% increase in the number of Basic Training Course offerings (from 37 up to 38) with a 5% decrease in total number of attendees (110 fewer) students attending training. The increase in number of offerings is result of more Basic Jail Training and Basic Telecommunications classes. The decrease in the number of attendees is result of declining demand and decrease in Basic Law Enforcement class size in the current economic recession.
- b. Standards & Testing – Conducted a year-long study of reading comprehension levels among Basic Law Enforcement, Basic Jail and E-911 trainees. At the end of the year, scores were correlated in an effort to predict academic success at the Academy. Guidelines based upon this research were released to chiefs, sheriffs and training officers in an effort to provide guidance to them in making employment decisions.

The Academy hosted the South Region International Association of Directors of Law Enforcement Standards and Training (IADLEST) meeting this spring.

- c. Media/Library – Increased broadcast dates from 135 to 150 in FY10.
- d. Certification/Compliance – The Academy has purchased a new records management system which will handle all training schedules, student records, lesson plans, test scores and in-service records. We processed approximately 8,000 mandatory retraining notifications and renewed over 4,000 law enforcement officer certifications in FY10. We are currently converting over to the new ACADIS system, which involves the clean-up of over 1,800 officer records and employment history data, and we expect to be totally operational by 2011.

- e. Capital Improvement – Extended guardrails on Driving Range to increase student safety margins. Completed renovations to former Facilities Shop building converting it to Basic Jail/E-911 classroom. Completed Boiler Project to replace four (4) old, inefficient boilers with one, new, large, energy efficient boiler. Installed energy management controls in much of the old Academy. Started renovations project for the two story Wraparound portion of the Academy. Initiated a new cleaning/sanitizing program within Facilities Management as a result of the Swine Flu threat. Broke ground on new Village construction consisting of Four Story Dormitory, Dining Hall/Kitchen, Classroom Complex and Gymnasium. Replaced shingled roof on Garage, Gun Cleaning Room and Driving Range Classroom Shed with metal roofs. Installed single point of service electrical power for Academy, providing power to Village and allowing Academy to qualify for “State” rate and accompanying cost savings. Sealed cracks in Driving Range track in an effort to extend life expectancy.
- f. Food Services & Student Housing – Revamped menus, deleted the salad bar, and cut out all hot bars in order to reduce the budget. Replaced old outdated steamer with a more efficient unit.

- 3. **Key strategic goals for the present and future years:** Increase the amount of training given to certified law enforcement personnel in South Carolina.
- 4. **Key strategic challenges:** Increase the amount of training given to law enforcement in South Carolina with increasing costs of goods and service and limited funds.
- 5. **How the accountability report is used to improve organizational performance:** Used to see where the Academy has been and plan where the Academy is going in the future.

## Section II – Organizational Profile

1. **Organization's main products and services and the primary methods by which these are delivered:** Basic and Advanced Mandated Training – classroom instruction.
2. **Key customers groups and their key requirements/expectations:** Law enforcement in South Carolina.
3. **Key stakeholder groups:** Law Enforcement Agencies in South Carolina.
4. **Key suppliers and partners:** South Carolina Vendors and Law Enforcement Agencies in South Carolina.
5. **Operating locations:** SC Criminal Justice Academy, 5400 Broad River Road, Columbia, SC.
6. **Number of employees segmented by employee category:** 120.25 total positions
  - a. Executive Director – 1 position
  - b. Classified – 112.25 positions
  - c. Grant – 5 positions
  - d. Temporary – 2 positions
7. **The regulatory environment under which organization operates:** State and Federal Laws.
8. **Performance improvement system(s):** Employee Performance and Management System
9. **Organizational structure:** Attachment 1 – Position overview along organizational structure.
10. **Expenditures/Appropriations Chart:** Attachment 2
11. **Major Program Areas Chart:** Attachment 3

### Section III – Elements of Malcolm Baldrige Criteria

#### Category 1 – Senior Leadership, Governance, and Social Responsibility:

1. **How do senior leaders set, deploy, and ensure two-way communication for:**
  - a) **short and long term organizational direction and organizational priorities:** Director Hubert Harrell meets with the executive staff of the Academy on a weekly basis. Executive staff are charged with facilitating program plans to accomplish Agency goals, as well as establishing appropriate division goals and objectives. Leaders share information through staff meetings as well as e-mails.
  - b) **performance expectations:** Completion of the planning stage and annual Employee Performance and Management System (EPMS) is a joint effort between supervisors and employees to address individual and agency goals. Supervisors are encouraged to request and give feedback.
  - c) **organizational values:** Reporting, safety initiatives, enforcement/prevention techniques and continuous improvement are aligned with core values at the Academy. Managers instill these values through strategic planning, including employee involvement at all levels; staff meetings; marketing efforts and other communication tools, such as the Intranet and distributing material and displaying posters throughout the Academy.
  - d) **ethical behavior:** Two training courses on State Ethics was provided at the Agency and 89 employees attended.
2. **How do senior leaders establish and promote a focus on customer and other stakeholders?** Routine communication with the legislature and other state agencies facilitate feedback. Major conferences and meetings establish forums to address customer needs and trends. Upstate, Midlands and Low Country steering committees serve to advise the Academy.
3. **How does the organization address the current and potential impact on the public of its programs, services, facilities and operations, including associated risks?** The Academy provides training, crucial to the competence of law enforcement personnel statewide, is continually reviewed and revised. All law enforcement candidates are appropriately tested before serving in law enforcement.
4. **How do senior leaders maintain fiscal, legal, and regulatory accountability?** Court fine revenue and expenses are tracked for accurate reports to the Law Enforcement Training Advisory Council and the Academy Director. Grant operations are subject to audits by state and federal regulatory agencies. Information Technology approves all technical purchases to ensure compliance and processes the transfer and surplus of technical equipment to include the secure removal of all data prior to disposal.

5. **What performance measures do senior leaders regularly review to inform them on needed actions?** Enforcement activity/reports; financial reports, compensation studies (to determine inequities); customer satisfaction data; key strategic measures; and data tracking by the various divisions of the Academy.
6. **How do senior leaders use organizational performance review findings and employee feedback to improve their own leadership effectiveness, the effectiveness of management throughout the organization including the head of the organization, and the governance board/policy making body?** Human Resources mails Exit Interview Forms to former employees to identify weaknesses and trends. The Academy's Employee Advisory Group meets quarterly and acts as liaison with directors. How do their personal actions reflect a commitment to organizational values? Senior leaders make every effort to acknowledge and recognize employee contributions and encourage employee involvement, reminding them that they are CJA Ambassadors to the public, as well as with each other.
7. **How do senior leaders promote and personally participate in succession planning and the development of future organizational leaders?** CJA's three-level leadership program provides comprehensive training for law enforcement. Senior leaders actively promote opportunities for employee growth. Mentoring and cross-training have begun in some divisions allowing managers to better assess additional training needs to develop employees for future leadership roles. Employees at all levels, particularly mid-level managers, are involved in decision-making activities. Funds have been earmarked for training of staff in their various areas of expertise.
8. **How do senior leaders create an environment for performance improvement and the accomplishment of strategic objectives?** Senior leaders give recognition to staff who implements improvements in their work areas. Employee suggestions are used to help monitor and gauge planning and development.
9. **How do senior leaders create an environment for organizational and workforce learning?** Speakers are brought on campus to provide training to Academy personnel. These courses are offered during lunch breaks in the cafeteria or late afternoon in the lecture hall. Employees are given time from their work schedule to attend training.
10. **How do senior leaders communicate with, engage, empower, and motivate the entire workforce throughout the organization?** The Director has an open door policy for all Academy employees to bring their concerns and suggestions for discussion. Created an Employee Advisory Committee for employees to bring up concerns to management. Senior Managers meet with their staff in groups and individually on a regular basis. **How do senior leaders take an active role in reward and recognition processes to reinforce high performance throughout the organization?** Senior Management recognizes staff accomplishments and

Agency meetings, in media releases, in the quarterly news letter and in yearly Employee Awards and Recognition Ceremony.

11. **How do senior leaders actively support and strengthen the communities in which your organization operates? Include how senior leaders determine areas of emphasis for organizational involvement and support, and how senior leaders, the workforce, and the organization contribute to improve these communities.** Senior leaders promote continuous improvement, accomplishment and innovation by involving employees at all levels in strategic planning and problem solving. Increased emphasis is being placed on keeping employees informed regarding policies and changes, as well as empowering and equipping them to do their jobs and holding them accountable. Individuals and program areas are rewarded for initiative shown in meeting agency goals, problem solving and recommendations resulting in cost savings and/or increased efficiency.

#### **Category 2 – Strategic Planning:**

1. **What is your Strategic Planning process, including key participants, and how does it address:**
  - a. **your organizations' strengths, weaknesses, opportunities and threats:** Director Harrell believes the CJA Strategic Plan should be concise and flexible and comprise broad, overarching goals.
  - b. **financial, regulatory, societal and other potential risks:** Ongoing challenges affect capacity to meet critical needs and expectations. Exploring funding sources is essential to meet mounting needs for law enforcement training in the state.
  - c. **shifts in technology, and customer preferences:** The Agency must respond to a changing regulatory environment regarding funding and the effects on planning for training and other programs. Financial and Human Resource staffs are participating in the design and implementation of the State's new financial management system that will automate all budget, accounting, procurement, supply and receiving functions.
  - d. **workforce capabilities and needs:** The Director places tremendous importance on employees and their contributions. The challenge remains to recruit and retain qualified personnel, as well as address training needs, transfer of knowledge and succession planning.
  - e. **organizational continuity in emergencies:** As a first responder, key employees have cell phones and access to laptops to manage duties while away from the office in case of an emergency.
  - f. **your ability to execute the strategic plan:** The Director and executive staff oversees the strategic planning process, trains and informs management and liaisons, develops reports for the Law Enforcement Training Council.

2. **How do your strategic objectives address the strategic challenges you identified in your Executive Summary?** Attachment 4 – Strategic Planning
3. **How do you develop and track action plans that address your key strategic objectives, and how do you allocate resources to ensure the accomplishment of your action plans?** Resources are allocated based on several factors including demands of customers/stakeholders related to purpose of the Academy to train law enforcement personnel; external circumstances, which may warrant funding to address responding to emergency situations; proposals for additional staffing and/or other resources that justify needs based on mission goals stated in action plans and data collected through enforcement, security risks, and operational needs. In fiscal year 2009 the Agency established a Five Year Plan of where it plans to go in the future.
4. **How do you communicate and deploy your strategic objectives, action plans and related performance measures?** Along with written directives, e-mails, and meetings, the Intranet is used as a communication tool. Division Plans serve to monitor progress for reporting to the Director. Data regarding projects is posted and feedback is requested. Several divisions post information on the Agency's website, serving as a convenient, effective method to share relevant data and activities. The budget process requires a breakdown by priority of operating and personnel services needs. The Finance Section, along with the Agency Director and Executive Staff, allocate resources based on relevance to strategic goals, availability of state and alternative funding sources.
5. **How do you measure progress on your action plans?** Plans will be flexible and reevaluated regularly to ensure they remain aligned with the Agency's strategic goals.
6. **How do you evaluate and improve your strategic planning process?** The Agency Director and Executive Staff review program goals and accomplishments throughout the year and implement changes to improve as the year progresses.
7. **If the agency's strategic plan is available to the public through the agency's internet homepage, please provide a website address for that plan.** The Agency's strategic plan is on its webpage at [www.sccja.org](http://www.sccja.org).

### **Category 3 – Customer and Market Focus**

1. **How do you determine who your customers are and what their key requirements are?** Key customers and stakeholders are listed in Section II. Along with efforts and initiatives discussed throughout this report, relevant legislative mandates affect key requirements related to the Agency's mission – to train criminal justice personnel by providing mandated training and a continuous certification process.

2. **How do you keep your listening and learning methods current with changing customer/business needs and expectations?** Inquiries and feedback are monitored and used to identify problems and determine what is done well. Monitoring e-mails, faxes, phone calls and comments on the web site helps maintain rapport with customers. Collaborative partnerships, including those with other states, allow CJA to keep abreast of changing needs and expectations.
3. **What are your key customer access mechanisms, and how do these access mechanisms enable customers to seek information, conduct business, and make complaints?** Customers have access to CJA's certification database and course calendar on its webpage at [www.sccja.org](http://www.sccja.org).
4. **How do you measure customer/stakeholder satisfaction and dissatisfaction, and use this information to improve?** CJA uses course critiques to measure student satisfaction of training, facilities and experience at CJA.
5. **How do you use information and feedback from customers/stakeholders to keep services and programs relevant and provide for continuous improvement?** CJA continues using performance-based activities, such as job task analyses, field reviews, training evaluations, participation in the Regional Training Steering Committees, the Training Officer Association, Chief's Association, and the Sheriff's Association to keep abreast of current needs.
6. **How do you build positive relationships with customers and stakeholders to meet and exceed their expectations?** Indicate any key distinctions between different customer and stakeholder groups. Directly serving students, CJA's efforts affect the entire law enforcement community. Seeking CALEA certification for Law Enforcement Academies.

#### **Category 4 – Measurement, Analysis, and Knowledge Management**

1. **How do you decide which operations, processes and systems to measure for tracking financial and operational performance, including progress relative to strategic and objectives and action plans?** CJA is guided by CALEA standards and the Training Act and Regulations; activities are reviewed/refocused according to current income level. Feedback from the law enforcement community/stakeholders in terms of injuries, responses, and complaints helps identify operational processes in need of measurement, review or evaluation.
2. **How do you select, collect, align, and integrate data/information for analysis to provide effective support for decision making and innovation throughout your organization?** Data collection and analysis are a continuous process and results are consistently reviewed by management staff and influence decision making affecting intra-agency and interagency operations and subsequent delivery of services. Statistics from manpower studies and budget analyses help gauge pending operations and projects.

3. **What are your key measures, how do you review them, and how do you keep them current with organizational service needs and directions?** CJA's key measures consist of (1) number of officers trained and certified annually, and (2) the number of in-service training opportunities for recertification compliance for the total law enforcement community.
4. **How do you select and use key comparative data and information to support operational and strategic decision making and innovation?** The Director and management use the sources and tools regarding customer service, internal and external assessments, best practices, and technology to support decision making. This data is proactively sought and used in a timely manner by staff responsible for research and implementation of legislative mandates and other process changes.
5. **How do you ensure data integrity, reliability, timeliness, accuracy, security and availability for decision making?** A system of checks and balances, required entries and monitoring tools enables the Certification and Compliance area to ensure data quality, reliability, completeness and availability. Along with expertise and leadership of the Agency Director and senior management, the Finance Section assures accurate financial/operational data by using internal controls and reports, as well as audit reviews, to verify data is accurate and managed effectively.
6. **How do you translate organizational performance review findings into priorities for continuous improvement?** CJA uses job task analysis and needs assessments from in-state law enforcement sources. Membership in the International Association of Directors of Law Enforcement Standards and Training provides a network of reference data with other Academies and POST organizations based on compilation of sourcebook and reciprocity guidelines among states.
7. **How do you collect, transfer, and maintain organizational and workforce knowledge (knowledge assets)? How do you identify, share and implement best practices, as appropriate?** Agency Policies and Procedures are posted on a shared drive for access by the entire staff. Cross training, desk manuals, mentoring, training and in-service programs are among methods used to collect, maintain and transfer knowledge, enhance emergency response and build a foundation network of experienced, cooperative-minded employees. How do you identify and share best practices? As part of a network of state and national organizations that search for best practices, CJA shares knowledge and reviews programs on an ongoing basis.

## Category 5 – Workforce Focus

1. **How does management organize and measure work to enable your workforce to:**
  - 1) **develop their full potential, aligned with the organization's objectives, strategies, and action plans?** Grant opportunities are explored to support training needs and partnerships are promoted.
  - 2) **promote cooperation, initiative, empowerment, teamwork, innovation, and your organizational culture?** Along with informal recognition, Director Harrell plans a quarterly news letter to give senior leaders the opportunity to acknowledge the efforts and service of their employees- fostering an environment where employees feel appreciated and valued.
2. **How do you achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations?** Give examples. Director Harrell supports team approach to addressing needs at the Academy from legal assistance to grant applications.
3. **How does management recruit, hire, place, and retain new employees?** Describe any barriers that you may encounter. Changing needs and funding limitations continue to present new challenges. Director Harrell provides hands-on leadership and empowerment, organizational restructuring to improve internal customer service, opportunities for growth and enhanced communication and recognition efforts.
4. **How do you assess your workforce capability and capacity needs, including skills, competencies, and staffing levels?** Director Harrell and management staff identify employees' skills and abilities and utilize them in teams to address needs of the Academy. Management promotes employees within the Organization when their skills and abilities match those required for the job function. Employees are sent for further training to maintain expertise and certification in their professional fields.
5. **How does your workforce performance management system, including feedback to and from individual members of the workforce, support high performance work and contribute to the achievement of your action plans?** Employees are involved in the annual planning/performance review, and supervisors are encouraged to communicate expectations through discussions and informal reviews, as well. As the primary tool used to measure performance, the EPMS notes achievements, evaluates performance against success criteria, and points out areas for improvement. EPMS training is offered to educate supervisors in using the EPMS as a management, coaching and communication tool.
6. **How does your development and learning system for leaders address the following:**

- a. **development of personal leadership attributes** – The Director and Executive Staff mentors and communicates with managers its expectations.
  - b. **development of organizational knowledge** – Cross training is stressed and certifications emphasized at all levels in the agency.
  - c. **ethical practices** – State Ethic Classes will be offered at least once per year for staff to attend and an article on ethics will be published in the Academy's quarterly news letter.
  - d. **your core competencies, strategic challenges, and accomplishment of action plans?** The Director and management staff will keep employees informed on status of the Academy's strategic plan and areas needing improvement.
7. **How do you identify and address key developmental training needs for your workforce, including job skills training, performance excellence training, diversity training, management/leadership development, new employee orientation, and safety training?** CJA continually assesses and revises curricula-with a number of programs viewed as models among peers. Managers encourage employees to seek out and participate in training, and effectiveness is measured by use of new skills on the job.
  8. **How do you encourage on the job use of new knowledge and skills?** Employees are evaluated on the annual EPMS use of their skills and knowledge acquired through training.
  9. **How does employee training contribute to the achievement of your action plans?** Employee training adds skills and knowledge to the Academy workforce which provides for a better instructor pool that pass the training onto the law enforcement officers of the state.
  10. **How do you evaluate the effectiveness of your workforce and leader training and development systems?** Time studies, error reports and customer complaints are methods used by the Academy to evaluate effectiveness of its workforce.
  11. **How do you motivate your workforce to develop and utilize their full potential?** Academy management uses praise, recognition and EPMS to motivate the Academy workforce.
  12. **What formal and/or informal assessment methods and measures do you use to obtain information on workforce well-being, satisfaction, and motivation? How do you use other measurers such as employee retention and grievances? How do you use this information?** Human Resource and other divisions review exit interview forms to identify retention concerns, as well as satisfaction. The

number of grievances, as well as root problems, is monitored to ensure appropriate action is taken. Information and formal reviews, absenteeism, turnover and job performance reflect satisfaction and motivation to some degree.

13. **How do you manage effective career progression and effective succession planning for your entire workforce throughout the organization?** Managers promote from within the Academy when possible to build careers and keep qualified employees. Cross training is stressed to cover areas where employees are close to retirement. Management has used consultants when outside expertise is needed to fill in gaps at the academy.
14. **How do you maintain a safe, secure, and healthy work environment? (Include your workplace preparedness for emergencies and disasters.)** Hearing and lead tests are given to employees who work on the ranges to monitor their health. Facilities are monitored to ensure appropriate safety measures are taken and safety initiatives are coordinated, including inspecting equipment/facilities, implementing life safety programs, monitoring major support systems (such as fire detection and fire alarms).

#### **Category 6 – Process Management**

1. **How do you determine, and what are your organization's core competencies, and how do they relate to your mission, competitive environment, and action plans?** Efforts to redesign processes and organizational structure are in place to reduce duplication of effort and ensure optimal efficiency and effectiveness—ultimately making better use of state dollars. Collaborate efforts involve customers, stakeholders, contractors and others. Focusing on improving communication and technology (particularly in law enforcement) ensures optimal service and capacity.
2. **How do you determine and what are your key work processes that produce, create or add value for your customers and your organization and how do they relate to your core competencies? How do you ensure these processes are used?** As the training facility for law enforcement in the state, CJA fulfills the training needs of the South Carolina law enforcement community.
3. **How do you incorporate organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors, such as cycle time, into process design and delivery?** CJA continuously explores new ways to enhance efficiency and effectiveness. Through assessment of organizational structure, policies/procedures, and goals, the Director is initiating programs/changes to make the best use of the Academy's resources and expertise.
4. **How does your day-to-day operation of these processes ensure meeting key performance requirements?** Human Resources and Finance collaborate to

ensure new policies and initiatives are implemented according to legal and regulatory requirements. Sections follow operational plans, guidelines, and schedules required by state and federal regulatory agencies, as well as funding authorities. Management is responsible for ensuring employees comply with policies and that performance requirements are met.

5. **How do you systematically evaluate and improve your key product and service related work processes?** CJA has several sites throughout the state equipped to receive and deliver advanced/specialized training in local jurisdictions where officers live and work. Workshops are held to train and refresh new and current training officers in certification and compliance processes and to get feedback concerning the impact on the law enforcement community throughout the state.
6. **What are your key support processes, and how do you evaluate, improve and update these processes to achieve better performance?** Managers are reviewing, updating and refining the desk top procedures in their area to streamline and assist with job functions.
7. **How does your organization determine the resources needed to meet current and projected budget and financial obligations?** Managers submit budget requests to the Director each year. The budget requests are reviewed and evaluated and budgets set to meet those goals. Managers are given weekly finance reports to monitor their budgets and make decisions as emergencies arise.

#### **Category 7 – Key Results**

**7.1. What are your performance levels and trends for your key measures of mission accomplishment/product and service performance that are important to your customers? How do your results compare to those of comparable organizations?** CJA follows the highest standards in training law enforcement officers in the state. CJA is pursuing National CALEA accreditation for training Academies, involving an experienced team reviewing mission accomplishment, key measures and performance levels, assures quality training to support the Agency's mission of serving the public through education, prevention and enforcement. Student feedback is used in planning; evaluations from students consistently indicate excellent ratings.

**7.2. What are your performance levels and trends for your key measures on customer satisfaction and dissatisfaction (a customer is defined as an actual or potential user of your organization's products or services)? How do your results compare to those of comparable organizations?** Training Summary Trend – Attachment 5

**7.3. What are your performance levels for your key measures on financial performance, including measures of cost containment, as appropriate?** CJA focuses

on alternative funding sources while streamlining and cutting back to essential activities – resulting from increased demands.

**7.4. What are your performance levels and trends for your key measures of workforce engagement, workforce satisfaction, the development of your workforce, including leaders, workforce retention, and workforce climate including workplace health, safety, and security?** A three-level leadership program for law enforcement has been implemented by CJA, as well as supervisory training developed in conjunction with Highway Patrol.

**7.5. What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency, and work system performance (these could include measures related to the following; product, service, and work system innovation rates and improvement results; improvements to cycle time; supplier and partner performance; and results related to emergency drills or exercises)?** CJA focuses on processes to reduce workloads. Managers utilize employee and customer input to improve on its' operations.

**7.6. What are your performance levels and trends for the key measures of regulatory/legal compliance and community support?** The Agency is heavily regulated in the law enforcement arena as well as grants administration. CJA complies with numerous educational standards, including CALEA requirements, in training law enforcement students statewide.







NO.	DESCRIPTION	CLASS	AMOUNT	DATE	STATUS
1	ADMINISTRATIVE ASSISTANT	AA75	60009921	06/01/2010	100.00
1	ADMINISTRATIVE ASSISTANT	AA75	60009922	06/01/2010	100.00
1	ADMINISTRATIVE COORDINATOR I	AH10	60009923	06/01/2010	100.00
1	Trades Specialist V	KC50	60010028	06/01/2010	100.00
1	ADMINISTRATIVE ASSISTANT	AA75	60009921	04/19/1902	100.00
1	ADMINISTRATIVE ASSISTANT	AA75	60009922	04/19/1902	100.00
1	ADMINISTRATIVE COORDINATOR I	AH10	60009923	04/19/1902	100.00
1	CERTICOMP/REGISTRA	N200CCL/RES	20001567	12/31/9999	100.00
1	ADMINISTRATIVE COORDINATOR I	AH10	60010032	04/20/1902	100.00
1	PROGRAM ASSISTANT	AH30	60010029	04/20/1902	100.00
1	PROGRAM COORDINATOR I	AH35	60010031	04/20/1902	100.00
1	ADMINISTRATIVE COORDINATOR I	AH10	60010032	06/01/2010	100.00
1	PROGRAM ASSISTANT	AH30	60010029	04/19/1902	100.00
1	PROGRAM COORDINATOR I	AH35	60010031	04/19/1902	100.00
1	PROGRAM COORDINATOR I	AH35	60010031	04/19/1902	100.00
1	CAPITAL IMPROVEMENTS	N200CAP IMP	20003568	12/31/9999	100.00
1	ENG/ASSOC ENG III	HD70	61023273	04/19/1902	100.00
1	ENG/ASSOC ENG III	HD70	60010034	12/31/9999	100.00
1	ADMINISTRATIVE COORDINATOR I	AH10	60010033	12/31/9999	100.00
1	TRADES SPECIALIST V	KC50	60010042	12/31/9999	100.00
1	ENG/ASSOC ENG III	HD70	61023273	06/02/2010	100.00
1	ENG/ASSOC ENG III	HD70	60010034	04/20/1902	100.00
1	ENG/ASSOC ENG III	HD70	60009810	01/01/1901	100.00
1	ADMINISTRATIVE COORDINATOR I	AH10	60010033	01/01/1901	100.00
1	FACILITIES MANAGEMENT	N200FAC MGT	20003570	01/01/1901	100.00
1	Trades Specialist V	KC50	60010028	06/02/2010	100.00
1	ENG/ASSOC ENG II	HD65	60010045	04/20/1902	100.00
1	TRADES SPECIALIST V	KC50	60010035	04/20/1902	100.00
1	TRADES SPECIALIST V	KC50	60010036	04/20/1902	100.00
1	TRADES SPECIALIST V	KC50	60010036	06/02/2010	100.00
1	TRADES SPECIALIST V	HD65	60010037	04/20/1902	100.00
1	PROGRAM COORDINATOR I	AH35	60010040	04/20/1902	100.00
1	TRADES SPECIALIST V	KC50	60010041	04/20/1902	100.00
1	TRADES SPECIALIST V	KC50	60010041	06/02/2010	100.00
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1	TRADES SPECIALIST V	KC50	60010043	04/20/1902	100.00
1	TRADES SPECIALIST V	KC50	60010044	04/20/1902	100.00
1	TRADES SPECIALIST V	KC50	60010046	04/20/1902	100.00
1	INSTRUCTOR/TRG COORDINATOR II	AC35	60010047	04/20/1902	100.00
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1	ENG/ASSOC ENG II	HD65	61004183	12/31/9999	100.00
1	TRADES SPECIALIST V	KC50	60010045	04/19/1902	100.00
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1	TRADES SPECIALIST V	KC50	60010035	04/19/1902	100.00
1	ENG/ASSOC ENG II	HD65	60010035	04/19/1902	100.00
1	TRADES SPECIALIST V	KC50	60010037	04/19/1902	100.00
1	PROGRAM COORDINATOR I	AH35	60010038	04/19/1902	100.00
1	TRADES SPECIALIST V	KC50	60010040	04/19/1902	100.00
1	TRADES SPECIALIST V	KC50	60010042	04/19/1902	100.00
1	ADMINISTRATIVE COORDINATOR I	AH10	60010043	04/19/1902	100.00
1	TRADES SPECIALIST V	KC50	60010044	04/19/1902	100.00
1	TRADES SPECIALIST V	KC50	60010046	04/19/1902	100.00
1	TRADES SPECIALIST V	KC50	60010047	04/19/1902	100.00

CLASSIFICATION	DESCRIPTION	UNIT	POSITION	GRADE	STATUS	DATE	AMOUNT
11	FOOD SERVICES						
	N200FOOD S	0	20003573			01/01/1901	100.00
	KB25	S	60010156			01/01/1901	100.00
	AH40	S	60010157			01/01/1901	100.00
	KB20	S	60010153			01/01/1901	100.00
	KB15	S	60010154			01/01/1901	100.00
	KB25	S	60010155			01/01/1901	100.00
	KB20	S	60010156			01/01/1901	100.00
	KB15	S	60010158			01/01/1901	100.00
	AH40	S	60010157			01/01/1901	100.00
	KB20	S	60010153			01/01/1901	100.00
	KB15	S	60010154			01/01/1901	100.00
	KB20	S	60010155			01/01/1901	100.00
	KB15	S	60010156			01/01/1901	100.00
	N200 HOUSE	0	20003552			01/01/1901	100.00
	AH30	S	60009601			01/01/1901	100.00
	KA50	S	60010161			01/01/1901	100.00
	AH30	S	60009601			01/01/1901	100.00
	KA50	S	60010161			01/01/1901	100.00
	N200FOOD S	0	20003572			01/01/1901	100.00
	KB15	S	60010154			01/01/1901	100.00
	KB25	S	60010155			01/01/1901	100.00
	KB15	S	60010158			01/01/1901	100.00
	N200SET DPT	0	20003680			01/01/1901	100.00
	AH20	S	60010289			01/01/1901	100.00
	AH40	S	60010290			01/01/1901	100.00
	AH40	S	60010291			01/01/1901	100.00
	AH40	S	60010282			01/01/1901	100.00
	AG45	S	60010294			01/01/1901	100.00
	AH20	S	60010289			01/01/1901	100.00
	AH40	S	60010290			01/01/1901	100.00
	AH30	S	60010291			01/01/1901	100.00
	AH40	S	60010292			01/01/1901	100.00
	AG45	S	60010294			01/01/1901	100.00
	N200SET	0	20003679			01/01/1901	100.00
	AH40	S	60010288			01/01/1901	100.00
	AH30	S	60010295			01/01/1901	100.00
	AH40	S	60010288			01/01/1901	100.00
	AH30	S	60010291			01/01/1901	100.00
	AH30	S	60010295			01/01/1901	100.00
	N200SET/RED	0	20003682			01/01/1901	100.00
	AG45	S	60010294			01/01/1901	100.00
	AC40	S	60009808			01/01/1901	100.00
	N200FLEET MGT	0	21000657			01/01/1901	100.00
	KD15	S	60010151			01/01/1901	100.00
	KD10	S	60010152			01/01/1901	100.00
	KD15	S	60010151			01/01/1901	100.00
	KD10	S	60010152			01/01/1901	100.00
	N200SPL SER	0	20003681			01/01/1901	100.00



Object Abbreviation Object Type Extended Object ID Status (Relationship) Start Date (Relationship) End Date (Relationship) Percentage

Object Abbreviation	Object Type	Extended Object ID	Status (Relationship)	Start Date (Relationship)	End Date (Relationship)	Percentage
AJ10	5	60009802	1	04/20/1902	12/31/9999	100.00 %
AJ45	5	60010168	1	04/20/1902	12/31/9999	100.00 %
AJ45	5	60010173	1	04/20/1902	12/31/9999	100.00 %

- .. INFORMATION TECHNOLOGY MGR I
- ... INFO RESOURCE CONSULTANT II
- .... INFO RESOURCE CONSULTANT II

Accountability Report Appropriations/Expenditures Chart      Attachment 2

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 08-09 Actual Expenditures		FY 09-10 Actual Expenditures		FY 10-11 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 5,245,003	\$ 518,147	\$ 5,242,597	\$ 397,789	\$ 5,409,177	\$ 396,498
Other Operating	\$ 3,692,713		\$ 3,058,921		\$ 7,063,617	
Special Items						
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 1,595,634	\$ 160,678	\$ 1,641,557	\$ 124,085	\$ 1,695,280	\$ 235,326
Non-recurring						
<b>Total</b>	<b>\$ 10,533,350</b>	<b>\$ 678,825</b>	<b>\$ 9,943,075</b>	<b>\$ 521,874</b>	<b>\$ 14,168,074</b>	<b>\$ 631,824</b>

Other Expenditures

Sources of Funds	FY 08-09 Actual Expenditures	FY 09-10 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds	\$ 1,977,984	\$ 5,251,900
Bonds	\$ -	\$ -

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 08-09 Budget Expenditures	FY 09-10 Budget Expenditures	Key Cross References for Financial Results*
I. Administration	Registrar Activity, Media/Library Activity, Standards and Testing Activity, Food Service Activity, Facilities Planning & Maintenance Activity, Administration and Certification/Non-Compliance Support	State: 72,550.56 Federal: 3,797,147.76 Other: 3,869,698.32 Total: 7,959,406.64 % of Total Budget: 31%	State: 32,889.88 Federal: 3,849,418.35 Other: 3,882,308.23 Total: 7,771,616.46 % of Total Budget: 25%	7.3, 7.5, 7.6
II. Training	Training - Basic, Mandated Activity, Advanced/Specialized Activity, Range Operations Activity, Student Housing Activity, Homeland Security Activity.	State: 445,596.85 Federal: 1,190,818.16 Other: 3,209,680.32 Total: 4,846,095.33 % of Total Budget: 39%	State: 364,898.84 Federal: 731,869.24 Other: 3,322,440.90 Total: 4,419,208.98 % of Total Budget: 29%	7.1, 7.2, 7.4, 7.6
III. Employee Benefits	Employer Contributions	State: 160,678.00 Federal: 52,683.51 Other: 1,382,271.99 Total: 1,595,633.50 % of Total Budget: 13%	State: 124,084.90 Federal: 55,935.31 Other: 1,461,537.38 Total: 1,641,557.59 % of Total Budget: 11%	7.4, 7.6

Below: List any programs not included above and show the remainder of expenditures by source of funds.

Capital Projects of \$5,264,228.74.

Remainder of Expenditures: State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:
17%	35%

\* Key Cross-References are a link to the Category 7 - Business Results. These References provide a Chart number that is included in the 7th section of this document.

**Strategic Planning \***

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 09-10 and beyond Key Agency Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan (s)	Key Cross References for Performance Measures*
I. Administration	Provide monitoring and facilitation of certification and compliance laws, regulations and guidelines. Support, review and determination of eligibility or ineligibility for certification as a law enforcement officer in South Carolina.	Significant overall upgrade, supplement and replacement of automation and technology are in progress to more efficiently collect and monitor employment, training and certification and compliance of more than 16,000 active law enforcement officers.	7.3, 7.5, 7.6
II. Training	Law Enforcement personnel are provided validated entry level training designed to instruct knowledge, skills and abilities for the purpose of certifying law enforcement professionals.	Agency will provide 42 basic level classes. These courses are designed to provide 2,100 to 2,200 training slots producing 1,800 to 1,900 successful graduates annually.	7.1, 7.2, 7.4, 7.6

**CRIMINAL JUSTICE ACADEMY  
MANDATED TRAINING SUMMARY**

Attachment 5

	FY 07/08			FY 08/09			FY 09/10		
	OFFERINGS	ATTENDEES	COMPLETED	OFFERINGS	ATTENDEES	COMPLETED	OFFERINGS	ATTENDEES	COMPLETED
BASIC LAW ENFORCEMENT	21	1,766	1,265	16	1,268	918	15	1,128	844
BASIC JAIL TRAINING	12	618	420	12	705	525	13	799	559
BASIC TELECOMMUNICATIONS	9	215	192	9	239	229	10	175	137
<b>TOTALS</b>	<b>42</b>	<b>2,599</b>	<b>1,877</b>	<b>37</b>	<b>2,212</b>	<b>1,672</b>	<b>38</b>	<b>2,102</b>	<b>1,540</b>