

## **Provide academic and vocational training that meets standards set by the State Board of Education**

### **Comply with 59-20-60(4)(b),(c)**

(b) applying different teaching methods permitting professional educators at every level to focus on educational success for all students and on critical thinking skills and providing the necessary support for educational successes are encouraged

(c) redefining how schools operate resulting in the decentralization of authority to the school site and allowing those closest to the students the flexibility to design the most appropriate education location and practice;

- Comply with 59-20-60(1), (2)  
(2) The State Board of Education shall audit the programmatic and fiscal aspects of this chapter [S.C. Code Title 59, Chapter 20], including the degree to which a school meets all prescribed standards of the defined minimum program and shall report the results in the Annual Report of the State Superintendent of Education. Schools which have been classified as 'dropped' by the defined minimum program accreditation procedures are not eligible for funding in the following fiscal year until an acceptable plan to eliminate the deficiencies is submitted and approved by the State Board of Education.
- Comply with 59-20-60(4)(d)  
(d) creating appropriate relationships between schools and other social service agencies by improving relationships between the school and community agencies (health, social, mental health), parents and the business community, and by establishing procedures that cooperatively focus the resources of the greater community upon barriers to success in school, particularly in the areas of early childhood and parenting programs, after-school programs, and adolescent services.
- Funds for the Innovation Initiative must be allocated to districts based upon a fifty percent average daily membership and fifty percent pursuant to the Education Finance Act formula. At least seventy percent of the funds must be allocated on a per school basis for school based innovation in accord with the District-School Improvement Plan. Up to thirty percent may be spent for district-wide projects with direct services to schools. District and school administrators must work together to determine the allocation of funds.
- For 1993-94, districts and schools may use these funds for designing their Innovation Initiatives to be submitted to the peer review process established in Section 59-139-10 prior to implementation of the innovations in 1994-95. Notwithstanding any other provisions of law, districts may carry over all unexpended funds in 1993-94, and up to twenty-five

percent of allocated funds each year thereafter in order to build funds for an approved program initiative.

**Academic/CTE training that meets State Board of Education standards; Comply with 59-20-60(4)(e) and (f) pertaining to educational programming; and Allow S.C. Department of Education to evaluate**

Greatest Potential Harm

- Lack of academic and vocational training would result in offenders being released without learning new job skills that increase employability
- Without different modalities for instruction the numbers for successful education attainment would diminish
- Lack of audits could diminish academic fidelity and proper operation of the PUSD
- Increase in recidivism

Recommendations to General Assembly

- Continue support of the educational initiatives of inmates
- Support the State Departments' guidelines that ensure the proper operation of all school districts

Performance Measures 11, 12, 13, 14, 15, 16, 19, 21, 26

**SCDC knows:**

# of potential customers

# of customers

Cost per unit

**SCDC evaluates:**

Customer satisfaction

Outcomes

