

Virginia Department of Correctional Education

**ANNUAL REPORT
1989 - 1990
Fiscal Year**

140284

**U.S. Department of Justice
National Institute of Justice**

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MISSION STATEMENT

of
The Department
of
Correctional Education

The Department of Correctional Education provides quality education programs that meet the varying needs of youth and adults committed to correctional facilities operated by the Virginia Department of Corrections and the Virginia Department of Youth and Family Services. These programs include academic, prevocational, vocational, special education, social skills, and post-secondary offerings and are in compliance with state and federal laws and regulations.

Superintendent's Message to the Governor

In accordance with Section 2.1-467 of the *Code of Virginia*, I hereby respectfully submit the Annual Report on the activities and accomplishments of the Department of Correctional Education (DCE) for the fiscal year ending June 30, 1990.

During this fiscal year DCE schools were filled to capacity, waiting lists for entry into programs grew longer, and new programs were established. Enrollment increased substantially in adult school academic programs and remained stable in other areas. On an average day, the DCE served some 4,500 adult and youth students. During the 1989-1990 fiscal year, DCE issued 3,873 certificates of completion, an all-time high.

The Literacy Incentive Program, now in its fifth year, was extended into six additional institutions and during the last year enrolled 2,990 students and experienced 531 completions. To date this program has served nearly 6,000 students. This year, a Life Skills component was added to the Literacy Incentive Program curriculum in order to help ensure that inmates achieve independent living skills prior to release from the correctional system.

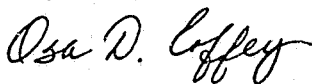
Labor market-relevant vocational programs were implemented for the women incarcerated at VCCW and for the girls confined to Bon Air Learning Center. In addition, considerable upgrades in vocational equipment occurred as a result of an increased use of available federal funds. In order to provide much needed classroom space and hands-on training for vocational students, the DCE instituted a Modular Building Construction Program at St. Brides Correctional Center. More than 50 students and their instructors, representing five trade areas, designed and constructed a building which will house an Electricity vocational program.

In the youth schools, a Transition Program was established to better prepare Learning Center youth for their return to community schools and to assist these schools to determine appropriate placement of the youth. A transition specialist is housed at each youth school, and this program has proven very successful in bridging the gap between the correctional and public school systems.

The DCE Volunteer Program also expanded during the past year and added tremendously to DCE service delivery. Some 715 individual volunteers gave a total of over 6,000 hours of their time.

We are proud to be able to report to you on our many achievements over the past fiscal year, and remain cognizant and appreciative of your personal support for our agency. This support has made it possible for the DCE to provide quality education for the men, women, and youth incarcerated in the Commonwealth.

Respectfully,



Osa D. Coffey, Ph.D.
Superintendent

The DCE School Board

Faye R. Barker was appointed to the DCE Board on July 1, 1984. She is an instructor of health and physical education at Pound High School in Pound, Virginia.

Billy K. Cannaday was appointed to the DCE Board in February 1989. He currently serves as Director of Secondary Instruction at the Hampton City Schools Administrative Center.

Jean Hill Garrett was appointed to the DCE Board in 1983. Ms. Garrett is a job placement and employment counselor with the Richmond public school system.

George James has served on the DCE Board since July 1986. Mr. James has served as a teacher, a supervisor, and a principal in the public school system and has been involved in adult education since 1978. Now retired, he is still active in educational endeavors.

Marilyn W. Klein was appointed to the DCE Board in February 1990. Ms. Klein operates a consulting firm specializing in Commercial Drivers License (CDL) Educational Programs including driver assessment and training and CDL program development and implementation.

Margaret K. Luca was appointed to the DCE Board on July 1, 1990. She currently serves on the Fairfax Electoral Board staff and has served as a legislative assistant to the Virginia General Assembly. Ms. Luca has also worked as a special education teacher.

Cora S. Salzberg was appointed to the DCE Board on July 1, 1990. Dr. Salzberg is the Coordinator for Better Information and Retention Programs for the State Council on Higher Education. She has taught in Richmond Public schools and served as Director of Special Programs at the Virginia School for the Deaf and Hearing Impaired.

John Brown was appointed to the DCE Board on July 1, 1983. Upon his appointment to the Parole Board in December 1988, he became an ex-officio member of the DCE Board, representing the Parole Board.

Jerry Hicks is also an ex-officio member of the DCE Board, appointed in May 1988. He represents the Virginia Department of Education. Mr. Hicks is employed as Administrative Director of the Department's Office of Vocational and Adult Education.

Curtis E. Hollins is an ex-officio member representing the Department of Corrections Division of Youth and Family Services. Mr. Hollins is the Operations Chief for Youth Institutions.

R. Forrest Powell, also an ex-officio member of the DCE School Board, represents the Department of Corrections where he currently serves as Chief of Operations for Programs for the Division of Adult Services.

DCE Vocational Advisory Committee

James C. Beck	Herbert Parr
B.D. "Cotton" Crews	Curtis Payne
Jimmy Dailey	Tracey Ragsdale
Janet Dobbins	Col. C.A. "Bud" Riser
Jack Galente	Dr. Arnold Westbrook
Frank "Bronco" Hollis	

DCE Literacy Incentive Program Steering Committee

Theophlise Twitty	Edward Murray
Clarence Jackson, Jr.	Forrest Powell
Stephen Nunes	Imogene Draper
Osa Coffey	

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ACQUISITIONS

**THE
DEPARTMENT OF
CORRECTIONAL
EDUCATION**

THE VIRGINIA DEPARTMENT OF CORRECTIONAL EDUCATION

The Virginia Department of Correctional Education (DCE), formerly the Rehabilitative School Authority, was created in 1974 by the Virginia General Assembly, *Code of Virginia, Chapter 18, Section 22.1-339-345*. (See Appendix A for a copy of the DCE Enabling Legislation.) Renamed in July 1985, the DCE functions as a school district but is actually a separate executive branch agency. It operates in cooperation with, but independently of, the Department of Corrections and the Department of Youth and Family Services.

The DCE operates education programs and related services in 22 major adult correctional facilities, 7 youth learning centers, and 25 correctional field units. In addition the DCE provides technical assistance upon request to jails located throughout the state.

The administration of the DCE is vested in the Superintendent who is appointed by the Governor and reports to the Secretary of Public Safety. The agency is guided by the Board of Correctional Education which functions like a local school board. The Board meets bi-monthly to review agency operations, set policy, and provide recommendations to the Superintendent.

The DCE schools are divided into three regions, two covering the adult schools and one for the youth schools. There is a DCE school in each adult and youth correctional facility operated by the Department of Corrections or the Department of Youth and Family Services. Each school has a principal who reports to the DCE regional director assigned the administrative responsibility for that school.

The regional structure was initiated in 1989 to provide more support and better

supervision to the adult schools. Each adult school region covers approximately one half of the major adult institutions in the state. The responsibility for supervising the correctional field units rests with the principals of nearby adult institutions. Programming responsibility for each adult and youth school lies with the DCE Directors of Academic, Vocational, and Special Programs.

All youth offenders must attend school, and the DCE Youth schools are accredited by the Virginia Department of Education as alternative schools. Adult enrollment in DCE programs is voluntary. The adult schools award General Education Development (GED) diplomas and Virginia State Department of Education Trade and Industrial certificates.

The DCE schools operate on a trimester system with a 1 week break between each trimester. The trimester training weeks were established with the cooperation of the Department of Corrections (DOC), allowing DCE to close school operations for 3 weeks out of each year. The breaks provide time for coordinated staff development activities for all DCE personnel, time for student testing, and break up the monotony of "the endless school year."

The DCE EEO Statement of Policy

It is the policy of the Department of Correctional Education to provide equal employment opportunity to employees and applicants for employment in all aspects of personnel management and employment practices without regard to race, color, religion, sex, age, national origin, disability, or political affiliation (except where a bona fide occupational qualification has been established). The Department of Correctional Education will not only comply with all applicable state and federal laws, but it will also carry out its mission within the spirit of these laws. It is the agency's continuing goal to employ a workforce which contains a meaningful representation of employees from various protected groups at all levels of the organization. This goal is to be achieved without the lowering of qualification standards for applicants.



Philosophy Statement

The Department of Correctional Education adheres to a holistic philosophy of education. Programs are therefore geared toward helping individuals realize their potential, helping them obtain the skills needed to become productive members of society, and addressing ethical and humanistic concerns. The DCE holds that by helping individuals develop their cognitive abilities and social skills, providing them with meaningful employment skills, and helping them to successfully integrate into mainstream society, they will have the ability and desire to choose socially acceptable behaviors as an alternative to their current life styles. The DCE further believes that the general public will benefit in that well adjusted and productive citizens are less likely to recidivate and more likely to make positive contributions to society.



The Honorable Mary Sue Terry, Attorney General, Commonwealth of Virginia, speaks at Nottoway's graduation ceremony. Others in the picture include (L to R) Dr. Osa D. Coffey, DCE Superintendent; Dave Garraghty, Facility Director; Jesse Kushner, Assistant Principal, DCE School; and Stephen W. Holden, III, DCE Principal.

Goals Statement

Goal 1

Achieve and maintain compliance with the program standards published by the Correctional Education Association and the American Correctional Association.

Goal 2

Develop and provide individual program plans for each student based on results of a comprehensive assessment of educational and vocational needs and aptitudes. The development of these individual programs include the objectives listed below.

- A. Conduct an initial comprehensive assessment of each juvenile and adult student's academic and vocational needs and aptitudes.
- B. Conduct regular, systematic evaluations of student progress and achievement.
- C. Provide appropriate educational support services that will assist students in overcoming their educational deficiencies.

Goal 3.

Provide a comprehensive education program for all eligible juvenile and adult offenders that includes academic education, prevocational, vocational, social skills, and post-secondary programs. The implementation of this comprehensive program includes the objectives listed below.

- A. Provide basic education instruction that will enable adult offenders to raise their functional literacy level to a minimum of the 8th grade or to the highest level attainable.
- B. Provide academic instruction that will facilitate re-entry into a public school system or lead to attainment of a GED certificate.
- C. Provide post-secondary education to eligible adult and juvenile offenders through public and private educational agencies.
- D. Provide prevocational programs that introduce students to employment areas, the world of work, and the work ethic.
- E. Provide vocational programs to eligible adult and juvenile offenders that will lead to the acquisition of at least entry level job skills and attitudes.
- F. Provide apprenticeship and related studies to eligible adult and juvenile offenders in coordination with the inter-agency apprenticeship council.
- G. Expand inter-disciplinary links between academic, prevocational, vocational, apprenticeship programs, and Virginia Correctional Enterprises.
- H. Provide appropriate educational and support services for all handicapped inmates in compliance with Education for all Handicapped Act (P.L. 94-142) and Section 504 of the Vocational Rehabilitation Act.
- I. Provide social, life, and employability skills training that will assist adult and juvenile offenders to make a successful transition into society.
- J. Provide fine arts programs for adult and juvenile offenders.



- K. Provide library services for educational and recreational purposes in compliance with American Correctional Association/American Library Association Library Standards.
- L. Provide opportunities through all DCE activities for adult and juvenile offenders to examine and develop socially acceptable behaviors, values, and attitudes as well as develop critical thinking and learning skills.
- M. Provide special recognition for adult and juvenile offenders who participate in DCE programs.
- N. Provide female offenders access to academic and vocational programs and services that are equitable to those provided for male offenders served by the DCE.

Goal 4

Provide transition services and inter-agency linkages that will facilitate the transition of adult and juvenile offenders into the work or public school community and assist in their integration into the mainstream of society.

Goal 5

Involve all juvenile and adult schools in ongoing and intentional renewal activities designed to improve the quality of teaching and learning. These renewal activities include the objectives listed below.

- A. Use as the primary strategy for improving teaching and learning the Outcome-Based Education (OBE) model and accompanying Outcomes-Driven Developmental Process (ODDP).
- B. Develop and review annually Exit Outcomes for students in adult and juvenile schools.
- C. Develop and implement building-level action plans to improve the conditions of teaching and learning in adult and juvenile schools.
- D. Conduct periodic, systemwide, internal program evaluations.
- E. Conduct periodic, systemwide, external evaluations.
- F. Conduct periodic research and follow-up activities to assist in planning as well as in determining program effectiveness.

Goal 6

Provide ongoing staff development and ensure employee access to training opportunities in order to facilitate updating and improvement of professional skills.

Goal 7

Develop and maintain cooperative working relationships with public and private sector representatives to supplement and complement DCE program opportunities.

Goal 8

Provide technical assistance upon request to jails in the establishment of jail education programs.

Goal 9

Maintain and foster a cooperative relationship with DOC and DYFS staff and work with them in achieving the aforementioned goals.

“Inmate by inmate, child by child you deliver on the promise that success can still be achieved when every other government program may have failed to reach the individual. Keep up the good work. I am proud to have been associated with you.”

*Vivian Watts
Secretary of Transportation and
Public Safety
December 1989*

**DEPARTMENT OF
CORRECTIONAL
EDUCATION
PROGRAMS**

The Department of Correctional Education provides academic instruction to adults and youths incarcerated in correctional institutions operated by the Department of Corrections and the Department of Youth and Family Services. Programs range from basic skills to college instruction.

The Youth Learning Centers offer both Alternative Education and Public School Credit Curricula. Special Education and Chapter 1 (social skills) programs are also provided to juvenile offenders.

All instructors are certified in their area of instruction by the State Department of Education.

For a complete listing of DCE programs by facility, see Appendices C through F.

DCE SCHOOL IMPROVEMENT ACTIVITIES

Throughout 1989-90 the DCE's youth and adult schools continued to implement Outcome-Based Education (OBE) practices as they moved forward with the program improvement initiatives started in 1988-89.

The underlying premises of OBE that form the foundation for DCE school improvement are that all students can succeed; success breeds success; and schools control the conditions necessary for students to experience success in learning.

School-Level Planning

In April 1990 each school faculty began systematic planning for program improvement, beginning with a review of school conditions that did or did not support student success in learning. Categories of conditions considered included facility, staff, climate, curriculum and instruction, school and classroom management, and discipline and behavior management. During training on school-based planning for program improve-

ment, principals received handbooks which included ideas for involving their staff in the improvement process. This handbook, School Improvement Using an Outcomes Focus: Suggestions for Developing and Implementing Building Action Plans, was developed specifically for DCE schools.

While all schools are involved in the improvement process, several have already developed and implemented action plans which serve as management tools to improve communications, address problems and related causes, and ensure commitment to achieving specific tasks in order to reach short- and long-term goals. As appropriate, DOC and DYFS staff are involved in the planning and implementation phases.

Adult School Improvement Activities

Adult school improvement activities, which preceded building-level planning, focused on teacher workshops held in December 1989 and February 1990. These workshops emphasized helping students become increasingly self-directed in their learning. The model for the workshops, adapted from that promoted by the Virginia Department of Education/Adult Education Service, includes:

1. Mutual planning between teacher and student, resulting in each student having an individual study plan;
2. Increasing independence on the part of students through individual study and group discussions (to develop skills in problem-solving, verbal communication, and values clarification); and

The school at Augusta Correctional Center became the first adult school to serve as a pilot site for the implementation of Outcome-Based Education.

The DCE principal at that school was one of a team of eight from the agency who attended a national school improvement conference on

OBE.

3. Mutual evaluation, between teacher and student, of student progress (including informal student self-evaluation, practice testing, formal testing).

Curriculum and Instruction Highlights

1. All academic teachers in the DCE developed and are implementing year-long projects designed to field-test the curricula developed in partnership with the University of Virginia.
2. A series of seminars was conducted for approximately 40 teachers. The seminars covered the areas of cooperative learning strategies and mastery learning procedures. These seminars enable participants to provide training to other staff throughout the agency. Manuals under development will assure continuation and consistency in training.
3. As a direct result of a 1989 study funded by the National Institute of Corrections, teachers were provided considerable assistance in integrating computers and software into the curriculum.
4. Another technology-related initiative involved establishing trial computer labs using integrated courseware. One lab was implemented in a youth school in 1989, and three have been planned for 1990--two in the adult system and one in the youth system. A fifth lab is being negotiated.

Youth School Improvement Activities

Extensive training, coupled with the principles and practices of site-based management and local decision making, was the foundation for the many successes experienced in the DCE youth schools during the 1989-90 fiscal year. Major program initiatives from the previous year reached new stages of implementation while other new initiatives were begun.

The youth region witnessed the widespread participation of its administrators and teaching staff in Cooperative Learning, Mastery Learning, School Climate, and OBE Training Programs--the results of which should have far reaching positive effects.

While there was a major thrust toward the identification and planning for broad and long-range agency initiatives, more immediate goals were implemented expeditiously at the local school level. All youth school programs witnessed expanded transitional services designed to strengthen the links between school and community. Computer labs became operable in several locations, enabling vocational programs to be upgraded and math, language, and life skills programs to be expanded.

All planning and improvement efforts in the DCE youth schools took into consideration whether or not existing and planned program components and conditions deliver services appropriate to the set of broad learning or exit outcomes identified in 1988-90. Specifically, attention was given to assuring that programs enable students to

1. develop problem-solving and decision-making skills necessary for successful community re-entry--including employment and continued education;
2. improve basic cognitive skills;
3. improve interpersonal and group communication skills;

The Nurse's Aide program at Bon Air Learning Center was upgraded through the addition of a clinical experience component. Students who participate in the program now have the opportunity to receive supervised on-the-job training as a volunteer in a nearby nursing home. Those who complete the program with a minimum of 40 hours clinical experience and 60 hours classroom instruction are eligible to take the State Department of Education Nurse's Aide Examination. Four students have completed the program and have received their Nurse's Aide Certificate.

One innovative program initiative resulted in students developing a video documentary on Richmond's Church Hill district. This unique partnership involved DCE students and staff, Richmond Public School staff and students, the Legislative Task Force on Dropout Prevention and Self Esteem, and volunteers from the community. Governor Wilder was interviewed by the students involved in the project. He spoke of his experiences as a youth and stressed the relationship between hard work, a positive attitude, and success in life. The project not only represented an effective integration of academic and vocational program areas, but also effective strategies for improving students' self esteem and providing a realistic hands-on work experience.

4. enhance and sustain self-esteem and;
5. develop skills necessary for effective citizenship--including an understanding of rights and responsibilities as well as concern and respect for others.

Future Directions

The youth and adult schools will continue to build upon the base already established for ongoing school improvement. Specifically, agency-wide and school-level efforts will continue to be devoted to firmly establishing the following components considered essential to effective education programs:

1. a mission statement that reflects commitment to success for all students on identified exit outcomes and one that reflects the implementation of conditions and strategies that maximize student opportunities for successful learning experiences;
2. clearly defined exit outcomes that are reviewed annually and that reflect the knowledge, competencies, and orientations students need in order to become contributing adults in our increasingly complex and changing society;
3. a curriculum framework that is derived from and facilitates identified exit outcomes and integrates knowledge, competences, and orientations across domains;
4. a system of instructional decision-making and delivery that assures student success at all levels of outcomes, employs a rich diversity of methods and strategies, and provides expanded opportunities for all students to be successful;
5. a consistently applied system of assessment that relates directly to identified outcomes, encourages students to attain high performance

levels, and documents student performance;

6. an ongoing system of program improvement that encourages staff collaboration and expands staff vision of potential goals and methods of operation, accountability for decisions and practices, capacities for effective leadership, performance, and change (teacher and administrator) and
7. a database of indicators of school/program effectiveness that is updated regularly and used to improve conditions and practices that affect student and staff success.

The DCE principals and several faculties have already completed a needs assessment instrument which addresses the above components. Responses will be used to identify program areas needing development and/or assistance.

ACADEMIC PROGRAMMING

The Adult Basic Education (ABE), General Education Development (GED), and Literacy Incentive Program (LIP) comprise DCE's academic programming in the adult schools.

ABE/GED Programs

The ABE program, in cooperation with LIP, provides instruction for students who score below the 8th grade on the Test of Adult Basic Education (TABE). The instructional focus is on developing basic skills in reading, language arts, and mathematics. Whenever possible, a functional or life skills approach is employed.

Students whose skill levels are ninth grade and above are served in the GED program and prepare for the General Education Development Test. Subject areas addressed through this program include reading, writing skills, mathematics, social studies, science, and life skills.

The emphasis of all of the adult academic programs is on helping students become increasingly self-directed and responsible for their own learning. To this end, teachers implemented the three components referenced earlier:

mutual planning

**individualized instruction
supplemented with group
discussion**

mutual evaluation

In fiscal year 1989-90 part-time General Education Development (GED) programs at Capron Correctional Unit 20, Nansemond Correctional Unit 3, and Dinwiddie Correctional Unit 27 were expanded to offer year-round services. A new GED program was started at Patrick Henry Correctional Field Unit 28.

(For data on ABE and GED enrollment and completions, see pages 18-20.)

The Literacy Incentive Program

The Literacy Incentive Program (LIP), initiated by former Governor Gerald Baliles and now 4 years old, is a functional literacy program which provides inmates the opportunity to develop the educational skills necessary to function independently in society. These skills include, but are not limited to, reading, writing, comprehension, and arithmetic computation.

In early 1989 the Virginia General Assembly passed House Bill 1493 which placed LIP into the Code of Virginia and

raised the minimum eligibility level for participation in the program from the 6th grade level to the 8th grade level for those inmates who entered Department of Corrections custody on or after July 1, 1989.

The development and implementation of LIP have been accomplished through the collaborative efforts of the DCE, the DOC, and the Parole Board. The DCE provides the assessment and educational services. The DOC provides incentives for participation including institutional pay to inmates enrolled in the program and maximum good conduct allowance. Inmate participation and progress in the program are reported to the Parole Board and are factored into the parole decision.

In addition to these cooperative efforts, the program has continued to enjoy a strong level of support from Governor Wilder. During the 1989-90 fiscal year the major goals of the Literacy Incentive Program were to expand services and improve delivery of instruction.

Program Expansion

Deep Meadow Correctional Center became a LIP site in February 1990, and new LIP programs were started at the following field unit sites: Pulaski-Unit 1, Smith Mountain Lake-Unit 24, Botetourt-Unit 25, Haymarket-Unit 26, and Baskerville-Unit 4.

The number of field unit sites at which LIP classes are now held has increased to 12. These sites are strategically located across the state to accommodate the participation of approximately 1,112 inmates. This is in addition to the 2,025 students enrolled in LIP this past year at DOC major institutions.

Since the inception of LIP in 1986, over 5,550 inmates have been served.

A major accomplishment at the Powhatan Correctional Complex was the implementation of automated Test of Adult Basic Education (TABE) scoring. Use of a Scantron optic reader and CTB software to score the intake tests began in August 1989. Other noteworthy accomplishments during the year included the assignment of full-time academic staff to the North Housing Unit (geriatric/handicapped) and the segregation unit. Enrollment in the general academic classes at Powhatan increased by 40 percent over the last fiscal year.

Program Improvements

During the last fiscal year, a LIP Task Force identified four issues to be addressed through improvement initiatives during the last year. These areas are identified below:

1. **Curriculum:** A competency-based component of the LIP curriculum was implemented to facilitate the merging of reading skills with functional life/survival skills.

Through this curriculum, emphasis is placed on learning as a performance-based process. This results in each inmate achieving success in practical literacy and life skills all of which are critical to independent living in the community.

Eleven functional areas have been defined including (1) handling money issues (banking and budgeting), (2) completing applications and forms for jobs, credit, and tax purposes, and (3) reading and understanding the newspaper.

2. **Texts, Materials, and Resources:** A list of specially chosen teaching materials was distributed to the LIP staff after a 6-month review and evaluation of a wide range of materials published for the teaching of adult literacy.

The instructional program was further enhanced by the generous support of a grant received from Richmond Newspapers, Inc. in September 1989. The grant, in the amount of \$4,000, supports the work of inmate literacy aides trained to tutor LIP students by using the newspaper as a text. The Roanoke Times and the World News also agreed to support the literacy program by distributing daily editions of these papers to DCE schools in southwest Virginia.

A number of state and community agencies as well as private citizens have also made significant contributions to the program. The following items were contributed, to name just a few: *Virginia Division of Motor Vehicles* (training manuals), *Department of Education* (teaching materials); *The Bankers Association* (teaching resources), *Signet Bank* (posters), *Aetna Life and Casualty Insurance Company* (calendars), and *University of Richmond's Boatwright Library* (books).

3. **Computer-Assisted Instruction:** To enhance student instructional opportunities, 14 Tandy 1000 computers were placed in LIP classrooms at 12 institutions.

4. **Staff In-Service Training:** Training opportunities occurred throughout the year. They focused on the following areas:

Orientation to the LIP Policies and Procedures Manual

Competency-Based Education for Adult Learners

Teaching the Learning Disabled Adult

Using the Reading Styles Inventory in the Adult Literacy Classroom

Using the Virginia Adult Education and Literacy Resource Center

"The Literacy Incentive Program is a pioneering effort in prison literacy. Its national reputation reflects with pride upon the Commonwealth of Virginia. The program's achievements serve as a foundation for the continued development of innovative ideas, quality programs, and higher levels of accomplishments."

*L. Douglas Wilder
Governor
Commonwealth of Virginia*

Program Success

Program success is illustrated by the following:

1. In fiscal year 1989-90, 2,990 students were enrolled in LIP, and 531 inmates completed the program.
2. Since the program's inception in 1986, 1,325 inmates have completed the program, despite the fact that 60 percent of those entering LIP read below the 4th grade level.
3. One hundred and ten (110) inmate literacy aides were trained as classroom tutors to provide additional one-to-one instruction to LIP students reading below the 4th grade level.
4. LIP employs a staff of more than 70 full-time adult educators. Each is certified by the Virginia State Board of Education in one or more academic disciplines. In 1990 five LIP teachers received *Outstanding Service Awards* in recognition of their work.
5. LIP has been cited as a model program among recent initiatives designed to eradicate illiteracy in America's prison population. Over the past year, the program has been featured by The Washington Post, the Kansas City Times, the Richmond Times-Dispatch, Associated Press, CBN News, and the PBS Adult Learning Satellite Service.

Future Directions

Future direction of the LIP program will include the following:

1. In the coming year, attention will be given to merging current ABE

programs with LIP. An expansion of the definition of literacy will include prose, document, and quantitative literacy.

2. Continued emphasis will be placed on the competency-based life/survival skills curriculum.
3. A formal evaluation design will be developed to measure the 5-year impact of LIP.

Post-Secondary Programs

Throughout fiscal year 1989-90, nine colleges provided post-secondary programs in 16 major adult institutions. College courses are offered at no cost to the Commonwealth. Students are responsible for tuition and books. Federal Pell Grants are available to eligible inmates for this purpose.

Examples of programs and courses offered include: business (principals of management, financial management, organizational behavior); general studies (social studies, English, philosophy, algebra); and computer studies (programming, spreadsheet, data base).

In September 1989 the DCE hosted a seminar to which representatives of the Commonwealth's 2 and 4-year colleges were invited. The purpose of the seminar was two-fold: (1) to streamline provision of college coursework in the institutions; and (2) to initiate innovative partnerships between the DCE and colleges.

A new Memorandum of Agreement was drafted as a result of the seminar. In addition, several 4-year institutions have developed proposals for implementing new or expanded programs. Other collaborative efforts such as staff development programs and submission of joint grants are being explored.

"It ain't all roses, of course-- students do get overwhelmed, and life on the (Women's) Farm isn't always conducive to study, but the improvements we've seen and the lively discussions we've had in class make the difficulties fade quickly. While teaching here is similar in many ways to the regular college situation, the students are much more responsive. I speak for all of our faculty when I say this. We stand by and watch people surprise themselves."

*Christine Ennulat Wilson
Program Coordinator
Mary Baldwin College-
Goochland Campus*

The implementation of up-to-date technology was a primary focus for DCE vocational staff. Computer-assisted drafting programs were implemented at the Virginia Correctional Center for Women and at Nottoway Correctional Center. A third program is slated for James River. Brunswick Correctional Center closed an outmoded office machine repair trade and implemented a commercial arts program.

The Mary Baldwin Pilot Project

During fiscal year 1989-90 the DCE and Mary Baldwin College began a 4-year pilot project for the female offenders incarcerated at the Virginia Correctional Center for Women. To be eligible to participate in the program, the women had to possess a high school diploma or equivalent and have a parole date of June 1990 or later. Of the identified eligible population of 72 women, 36 students enrolled in the first semester, with 32 completing the course of study successfully.

In the program's second semester, 42 students were enrolled with a similar rate of successful completion. (Of the five students who did not complete, two were paroled.) As a result of the continuing level of interest of both the college and the students, three courses were offered during the summer of 1990, with 36 out of 37 enrollees successfully completing that semester.

It is anticipated that approximately 35 students will enroll in the first semester course of study during the 1990-91 fiscal year. Mary Baldwin provides each student with a \$2,200 annual scholarship, and the students receive federal financial aid through the federal Pell Grant process (a stipend of \$2,300).

VOCATIONAL AND APPRENTICESHIP PROGRAMS

Vocational Programs

The DCE offers extensive vocational programming to adults and youths incarcerated in correctional facilities operated by the Virginia Department of Corrections and the Virginia Department of Youth and Family Services.

These programs are all competency-based, i.e., the curriculum is based on a set of defined skills that the student must master. Competency-based programs allow for any day entry or exit from the program. Students progress at their own pace through programs designed to equip them with the technical skills needed to gain employment in the outside workplace or to become a productive worker in correctional industries. Vocational programming is supplemented by academic as well as job and social survival skills instruction.

The vocational offerings in the youth school system have a prevocational, "world of work" orientation. A total of 28 pre-vocational courses are offered, representing 18 unduplicated course offerings.

Vocational offerings in the adult system train inmates to achieve job entry level skills in a particular trade. Sixty-seven vocational courses are offered, representing 36 distinct trades. (For complete listing see Appendix G.) Upon achievement of entry level job skills, eligible inmates can enter apprenticeship training.

Apprenticeship Training

The DCE provides apprenticeship training in 30 trade areas through an interagency agreement among the DCE, the Department of Corrections, the State Department of Labor and Industry, and the State Department of Education. (See Appendix G for a complete program listing.) Since October 1983 there have been 198 apprenticeship completions.

The goal of the apprenticeship program is to enable inmates with specific job entry skills to develop those skills to the mastery level. Training consists of shop training (organized, practical shop experiences) and related instruction (specific information and knowledge essential for full mastery of the trade).

On-the-job experience is the heart of apprenticeship training. Working side by side with skilled craftsmen under the direct supervision of a foreman, the apprentice learns the components of the trade under actual conditions of production. Theory training is also important. This related or supplemental instruction often includes training in such areas as reading blueprints, trade science, math, and physics. Apprentices are also instructed in safe working habits and human relations.

Currently 23 part-time instructors are involved in apprenticeship training. The average monthly enrollment in apprenticeship training, during fiscal year 1989-90 was 238 inmates. Most apprenticeship programs are completed in 2-4 years, but program length varies according to trade, as do the educational requirements of each program.

Program Upgrades

An increase in available federal funds from the Carl D. Perkins Act were used to purchase equipment to upgrade shops in the following vocational programs:

YOUTH SCHOOLS:

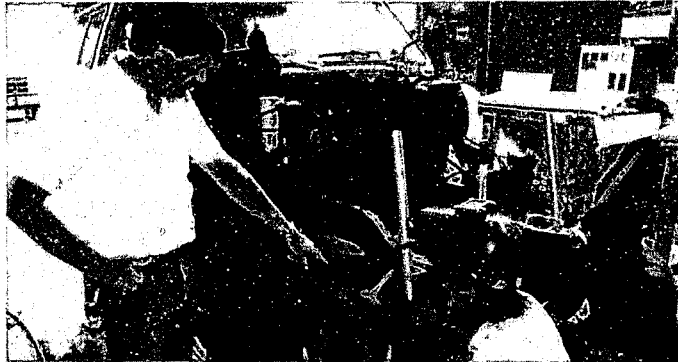
- Bon Air Learning Center**
Office Services
- Barrett Learning Center**
Woodworking
- Oak Ridge Learning Center**
Building Maintenance

ADULT SCHOOLS:

- Augusta Correctional Center**
Shoe Repair
- Baskerville Correctional Unit #4**
Masonry
- Bland Correctional Center**
Commercial Foods
- Brunswick Correctional Center**
Auto Mechanics
- Nottoway Correctional Center**
Computer-Assisted Drafting
- St. Brides Correctional Center**
Offset Printing
- Staunton Correctional Center**
Furniture Repair/Refinishing
- VA Correctional Center for Women**
Computer-Assisted Drafting

DCE's vocational division receives federal funding through the following legislation:

The funds available under the Carl D. Perkins Vocational Education Act of 1984 (P.L. 98-524) are provided to assure that the special needs youth and adult populations



have equal access to quality vocational programs. The DCE receives funds under this Act through the *1 Percent Incarcerated Set-Aside* and the *Federal Disadvantaged Entitlement*.

Funding for apprenticeship-related instruction is also provided under a provision of the Perkins Act and distributed on an annual basis through the State Department of Labor and Industry.

The Staunton Correctional Center carpentry shop was involved in a joint project with the City of Staunton through which DCE students constructed new trash receptacles now being used throughout the city.

At Nottoway Correctional Center, an independent study course on air conditioning and plumbing was initiated for segregation students with a GED or high school diploma.

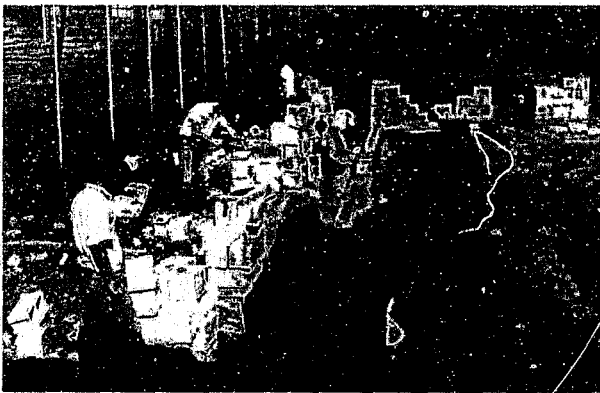
The St. Brides Modular Building Program

In an effort to address the critical need for program space, especially at the correctional field units, the Department of Correctional Education requested General Assembly funding to establish a vocational work program in which multi-purpose buildings would be prefabricated for subsequent on-site assembly at Virginia correctional facilities by inmates.

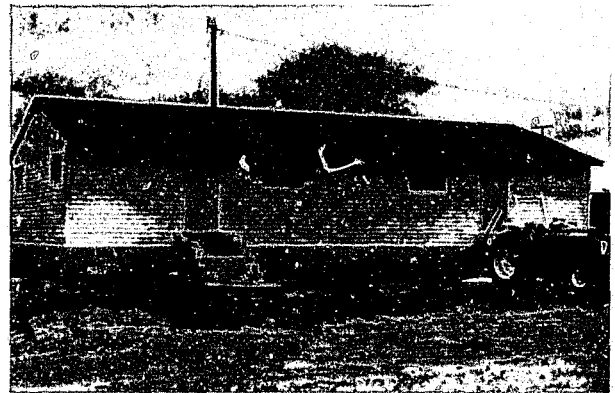
After approval of funding from the 1989 General Assembly, initial planning for this special project began. The planning process involved vocational teachers from DCE schools across the state, central office administrative staff, teachers and administrators at St. Brides Correctional Center, and Department of Corrections architectural staff.

Two equally important goals were foremost in the minds of the planners--devising a project that would add a practical, hands-on aspect to the teaching of vocational building trades to inmate students and providing much needed and cost effective classroom space at DCE schools located at major correctional centers and field units.

During the last fiscal year, over 50 students in carpentry, plumbing, and sheet metal fabrication were involved in all stages of construction--from the digging of trenches for foundation and plumbing lines to the final finishing touches of the building. Students combined their efforts with Department of Corrections electrical crew members and enhanced their emerging vocational skills in this effort. The first class to occupy a DCE produced modular building will be a new vocational electricity class at St. Brides, thus providing the final vocational building trade needed for the continuation of what promises to be a highly successful program. The first inmate-constructed building was ready for final inspection in late summer, and preliminary cost estimates indicate that construction will have been completed at a substantial cost savings when compared with similar commercial models. In order to iron out the problems inherent in a newly designed building and program, the first building was constructed in the conventional manner commonly referred to as "stick construction." The second phase, scheduled for fiscal year 1990-91, will involve a panelized structure, and the third phase will be truly modular in concept and construction, capable of being moved in modular form from St. Brides to any location in the state.



Preparing the Foundation

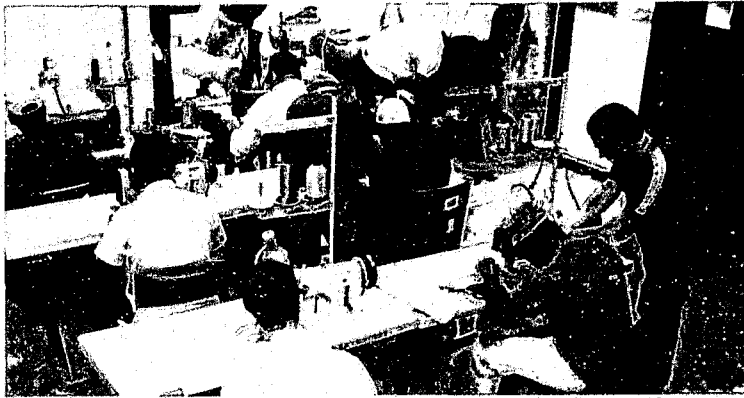


Near Completion

Staff Training

Another highlight of the past year has been the training activities in which vocational instructors participated. These activities included the following:

1. Visits with local business and industry personnel to increase knowledge of current trends;
2. Development by vocational instructors of job-title based curricula;
3. Work at local institutions to develop building action plans for school improvement;
4. Enrollment of vocational instructors in a college course on curriculum development for which graduate or undergraduate credit was received upon completion.



New Programs Established

During fiscal year 1989-90 two new vocational programs were established:

Brunswick Correctional Center - Commercial Arts

Rationale: Between 1986 and the year 2000, the demand for commercial artists is projected to grow by 33.6 percent nationwide. Employment of commercial artists is projected to expand at approximately

double the rate of employment growth in Virginia. (*Virginia Occupational, Supply, Wage Information, 1988*).

Rustburg Correctional Unit #9 - Heavy Equipment Operator

Rationale: The demand for heavy equipment operators is projected to grow by 10 percent nationwide between 1986-2000. The growth rate for Virginia is anticipated to be 15.5 percent through the year 2000. (*Virginia Occupational Demand, Supply and Wage Information, 1988*).

Planning for New Institutions

During fiscal year 1989-90 the DCE finalized plans for the vocational programs to be offered at the new correctional facilities at Greenville and Keen Mountain. Based on discussions and coordination with the Department of Corrections and with Virginia Correctional Enterprises, the following trade areas were chosen:

Greenville Correctional Center:

- Appliance Repair
- Barbering
- Computer Aided Drafting
- Electricity
- Upholstery/Furniture Refinishing

Keen Mountain Correctional Center:

- Commercial Arts
- Computer Aided Drafting
- Electricity
- Masonry
- Plumbing

Students at Oak Ridge Learning Center learn much more than food preparation in that school's vocational class where an actual restaurant is operated. The "Acorn Inn" provides bi-weekly breakfast and lunch meals. Students purchase meals with "Oak Ridge money". Staff purchase meals with real money.

Experts from the plumbing, electrical, commercial foods, and sheet metal fields joined students from the DCE School at Buckingham for Career Day. The discussions included new trends in each field, job opportunities, salaries, and employer expectations.

In anticipation of the closing of the Virginia State Penitentiary, that institution's vocational programs were moved.

The drafting position was moved to VCCW, electricity to Beaumont, upholstery to Brunswick, and radio/television repair to Deep Meadow.

The academic program also went through several changes.

A special dormitory was established to house all inmates interested in attending school and who met the institution's qualifications.

Inmates continued to be moved out of the Penitentiary, and the dormitory was closed. The two part-time academic teachers were released. As the population at

the institution decreased, an additional academic position was transferred to VCCW.

Regular library services remained intact during the year.

DCE Full-Time Equivalent (FTE) Program Capacities

In fiscal year 1988-1989, full-time equivalent capacities for adult school programs in major institutions and field units were developed. An FTE capacity is defined as the total number of full-time instructional slots available to students in a specific academic or vocational program area based on established teacher student ratios for that program.

A full-time academic slot is defined as four 1-1/2 hour class periods each day. A full-time vocational slot is two 3 hour class periods per day. Therefore a student attending academic classes for 1 period per day is .25 FTE. A student in vocational class for 1 period is .5 FTE. A full-time enrollment is a student who attends class 6 hours per day, 5 days per week.

Listed below are the capacities by institution for the 1989-90 fiscal year (as of 6/30/90).

DCE ADULT SCHOOLS	ACAD FTES	VOC FTES	TOT FTES
Appalachian	16	34	50
Augusta	58	66	124
Bland	30	40	70
Brunswick	39	60	99
Buckingham	35	44	79
Deep Meadow	22	--	22
Deerfield	19.5	--	19.5
Harrisonburg	30	8	38
James River	24	--	24
Marion	25	--	25
Mecklenburg	11.5	20	31.5
Nottoway	51	48	99
Powhatan	25.5	39	64.5
Southampton	64	59	123
Staunton	51	58	109
St. Brides	68	80	148
VCCW	39	46	85
Penitentiary	12	0	12
YOC	12	25	37
Total FTEs			
Major Inst.	632.5	627	1,259.5
Total FTEs Field Units	188.6	37	225.6
Total FTEs Adult Schools	821.1	664	1,485.1

Enrollment

The population available to participate in the educational opportunities provided by the DCE is defined as that portion of the inmate population with access to programs. It excludes inmates in short-term segregation, isolation, or medical confinement who do not have access to programs. The DCE does provide program services to eligible inmates in long-term segregation. The table below shows by facility the average monthly available inmate population for FY 1989-90.

Average Monthly Population Available for Participation in DCE Programs

Fiscal Year 1989-1990

ADULT FACILITY	INMATE POPULATION
Appalachian	100
Augusta	1,013
Bland	504
Brunswick	573
Buckingham	760
Field Units	3,269
Deep Meadow	128
Deerfield	284
Harrisonburg	121
James River	388
Marion	102
Mecklenburg	326
Nottoway	894
Powhatan	741
Southampton	465
St. Brides	410
Staunton	631
VCCW	408
Penitentiary	230
YOC	98
Total Avall. Pop.	11,445
<i>(81.4% of total adult inmate population of 14,067)</i>	

YOUTH SCHOOL	STUDENT POPULATION
Barrett	106
Beaumont	197
Bon Air	71
Hanover	138
Natural Bridge	62
Oak Ridge	32
Total Avall. Pop.	606
<i>(100% of total youth inmate population)</i>	

In fiscal year 1989-1990, the average monthly adult inmate population was 14,067, an increase over the previous year's average adult inmate population of 12,368. Of the 14,067 inmates, 11,445 were available to enroll in DCE programs. Twenty-three percent of the available population enrolled in academic programs. Vocational enrollment comprised 9 percent of the available population.

Enrollment as a Function of Inmate Population

Fiscal Year 1989-1990

Total Average Monthly Inmate Population	14,067
Monthly Average Available Inmate Population	11,445
Monthly Ave. Academic Enrollment	2,644
Percent of Total Population	19%
Percent of Available Population	23%
Monthly Average Voc. Enrollment	1,057
Percent of Total Population	8%
Percent of Available Population	9%

With respect to actual numbers of students enrolled, Exhibit 1 shows that enrollment in the adult school programs has been relatively stable over the last two fiscal years.

Academic enrollment rose slightly in number from 2,603 in FY 1988-89 to 2,644 in FY 1989-90 but remained at 23 percent of the available population.

Vocational enrollment dropped slightly in number from 1,087 in FY 1988-89 to 1,057 in FY 1989-90. Students who enrolled in vocational programs comprised 9 percent of the available population compared to 12 percent last year. The principal reason for this decrease was the anticipated closing of the State Penitentiary. Because a very limited number of inmates remaining at the Penitentiary were eligible to attend school, all vocational programs were closed and relocated to other institutions.

With decreased funding available for apprenticeship programs, enrollment in that area also dropped from 2 percent of the available population (296 enrollees) in FY 1988-89 to 1 percent of the FY 1989-90 population (227 enrollees).

A small increase in college enrollment from 413 students in FY 1988-89 (3% of available population) to 505 students in FY 1989-90 (4% of available population) was seen.

Since the youth housed at the learning centers are required to attend school, and the population has remained stable, enrollment in youth school programs also remained relatively stable. The two exhibits following provide a breakdown of enrollments by school in the adult and youth systems.



Deep Meadow Correctional Center received its first inmate population in August 1989. Since the mission of that institution was changed from a standard medium security institution to a receiving center, the DCE program was modified for the new population. The available school population consists of capital construction and cadre inmates, transfers from the State Penitentiary, and approximately 50 new commitments. The DCE teaching staff is comprised of one tester evaluator, one full-time academic teacher, and a half-time academic teacher who holds night classes for the cadre population who work outside the institution during the day.

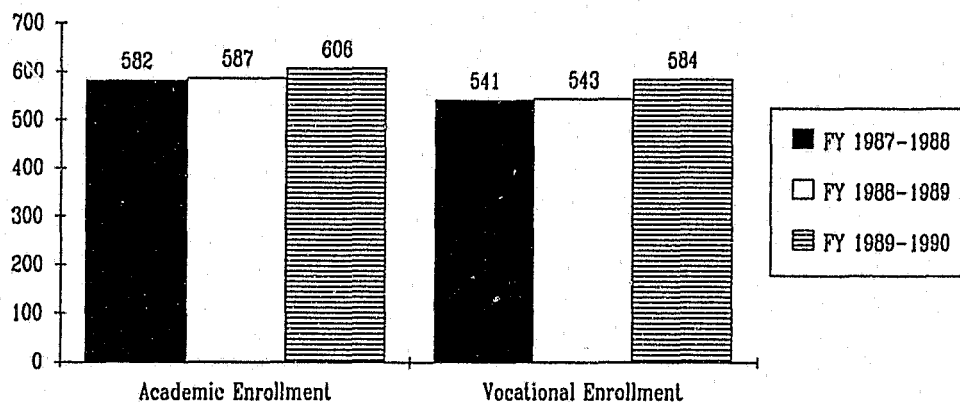


Average Monthly Program Enrollment

(Fiscal Year 1989-1990)

	ACADEMIC ENROLLMENT	VOCATIONAL ENROLLMENT	TOTAL ENROLLMENT
ADULT SCHOOLS			
Appalachian Correctional Center	61	54	115
Augusta Correctional Center	212	112	324
Bland Correctional Center	93	64	157
Brunswick Correctional Center	125	73	198
Buckingham Correctional Center	126	80	206
Correctional Field Units	645	29	674
Deep Meadow Correctional Center	41	0	41
Deerfield Correctional Center	63	--	63
Harrisonburg Correctional Center	84	10	94
James River Correctional Center	83	--	83
Marion Correctional Center	47	--	47
Mecklenburg Correctional Center	34	30	64
Nottoway Correctional Center	200	88	288
Powhatan Correctional Center	83	41	124
Southampton Correctional Center	123	105	228
St. Brides Correctional Center	168	126	294
Staunton Correctional Center	169	109	278
VA Correctional Center for Women	152	71	223
Virginia State Penitentiary	87	10	97
Youthful Offender Center	<u>48</u>	<u>55</u>	<u>103</u>
Total Enrollment	2,644	1,057	3,701
YOUTH LEARNING CENTERS			
Barrett Learning Center	106	106	
Beaumont Learning Center	197	189	
Bon Air Learning Center	71	67	
Hanover Learning Center	138	129	
Natural Bridge	62	61	
Oak Ridge Learning Center	<u>32</u>	<u>32</u>	
Total Enrollment	606	584	

Average Monthly Enrollment in Youth School Programs
FY 1987-1988, FY 1988-1989, FY 1989-90

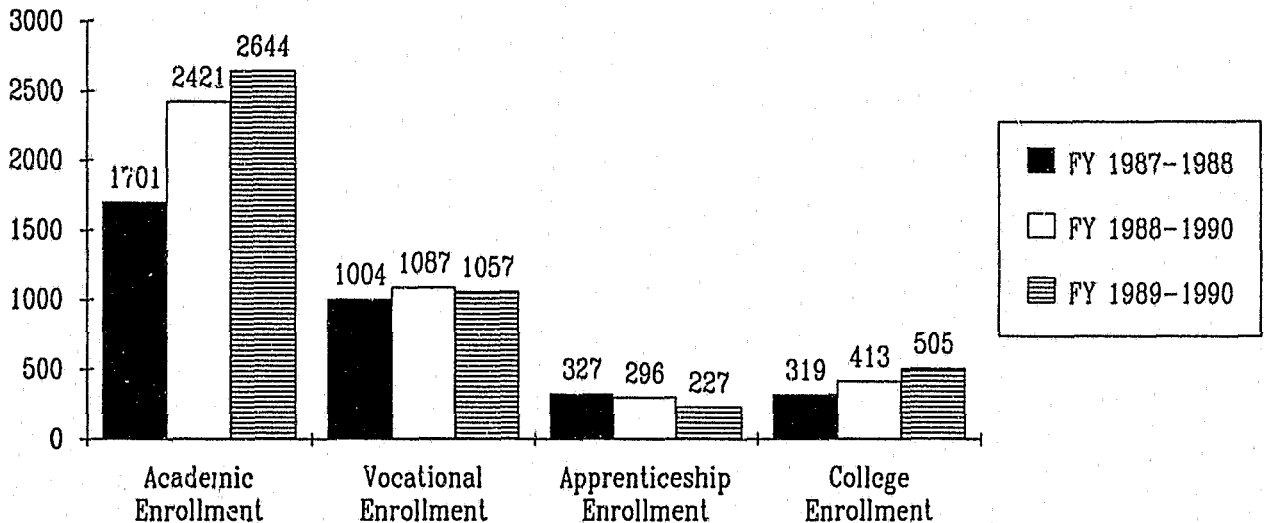


Enrollment in Other Programs
(Fiscal Year 1989-1990)

	APPRENTICESHIP ENROLLMENT	COLLEGE ENROLLMENT	TOTAL OTHER ENROLLMENT
ADULT SCHOOLS			
Appalachian Correctional Center	0	0	0
Augusta Correctional Center	12	63	75
Bland Correctional Center	2	10	12
Brunswick Correctional Center	54	33	87
Buckingham Correctional Center	22	30	52
Correctional Field Units	0	10	10
Deep Meadow Correctional Center	0	0	0
Deerfield Correctional Center	6	28	34
Harrisonburg Correctional Center	0	0	0
James River Correctional Center	14	46	60
Marion Correctional Center	0	0	0
Mecklenburg Correctional Center	19	30	49
Nottoway Correctional Center	24	53	77
Powhatan Correctional Center	21	54	75
Southampton Correctional Center	19	45	64
St. Brides Correctional Center	16	29	45
Staunton Correctional Center	13	17	30
VA Correctional Center for Women	5	56	61
Virginia State Penitentiary	0	0	0
Youthful Offender Center	0	1	1
Total Enrollment	227	505	732

* Apprenticeship and College programs, although administered through DCE, are not included in the academic and vocational enrollment listed on the previous page because instructional services are not principally provided by DCE employees. Apprenticeship studies utilize DCE, DOC, and Department of Labor employees. College program classes are provided by local community colleges and universities.

Average Monthly Enrollment in Adult School Programs
FY 1987-1988, FY 1988-1989, FY 1989-1990



At Bland Correctional Center, the small engine repair class provided assistance to the local community by sharpening chain saws in the aftermath of high winds from Hurricane Hugo. Bland Masonry students assisted the Department of Corrections by helping to brick veneer the foundation walls of three newly located modular housing units. Building trades students at that institution were involved in the renovation of DCE office space, the addition of a ramp to the porch of the small engine repair shop, and construction of a house front.

Program Completions

During fiscal year 1989-1990 a total of 2,920 adult school program completions were recorded. This is a slight increase over the 2,854 adult school completions recorded the previous fiscal year. Youth school completions--a total of 953 for this fiscal year--rose substantially particularly in the vocational area. In fiscal year FY 1988-89 a total of 563 vocational completions were recorded. This figure rose to 829 for the FY 1989-90 fiscal year, an increase of 67 percent. Completion statistics are broken down as follows.

Total Adult School Completions

LIP	524
ABE Level 1	252
ABE Level 2	398
ABE Level 3	247
GED	414
College	31
Vocational	1,018
Apprenticeship	36
Total Number of Completions	2,920

Adult Vocational Completions by Course

Appliance Repair	30
Auto Body Repair	32
Auto Mechanics	53
Building Maintenance	82
Building Trades	12
Carpentry	65
Climate Control	45
Commercial Foods	30
Cosmetology	13
Computer Repair	10
Drafting	22
Drywall Installer/Finisher	29
Electricity	46
Electronics	5
Floor and Tile Installer	34
Furniture Repair	20
Industrial Maintenance Mechanic	4
Masonry	69
Office Machine Repair	3
Office Services	52
Plumbing	61
Printing	30
Radio/TV Repair	3
Sheet Metal	35
Shoe and Leather Repair	21
Small Engine Repair	31
Upholsterer	23
Water Treatment	6
Wastewater Treatment	1
Welding	121
Woodworking Occupations	30
Total Number of Completions	1,018

Adult Apprenticeship Completions by Course

Auto Body	7
Auto Mechanics	1
Baker	5
Building Maintenance Person	2
Cabinet Maker	1
Cook	3
Furniture Upholsterer	1
Plumber	1
Radio/TV Repair	2
Sheet Metal	2
Shoe Repair	5
Shop Tailor	3
Welder	4
Total Number of Completions	37

Total Youth School Completions

GED	124
Vocational Completions	829

Youth Vocational Completions by Course

Auto Body Repair	41
Auto Servicing	67
Building and Residential Cleaning	46
Building Maintenance	99
Commercial Foods	7
Electricity	49
Fast Foods	15
Food Service	68
Interior/Exterior Painting	29
Masonry	73
Nurse's Aide	20
Occupational Child Care	29
Office Services	21
Small Engine Repair	87
Technical Education	6
Woodworking Occupations	172
Total Number of Completions	829

DCE SPECIAL PROGRAMS

Special Education Programming

The DCE meets the individual education needs of handicapped students assigned to adult and juvenile correctional facilities operated by the Department of Corrections and the Department of Youth and Family Services through a comprehensive special education program designed to provide equal access to all individuals.

During fiscal year 1989-90, special education programs were operated at six Youth Learning Centers and at eight adult facilities (*Brunswick, Harrisonburg, Marion, Mecklenburg, Southampton, St. Brides, VCCW, and the Youthful Offender Center*).

The DCE special education program serves students under P.L. 94-142 guidelines and Section 504 of the Rehabilitation Act. Students who are classified as educationally handicapped are provided a continuum of services and are placed in the least restrictive environment.

The following alternatives for placement and services are available: *Self Contained Classes, Resource Services, Itinerant Consultation, Adaptive Physical Education, Adaptive Vocational Education, Speech/Language/Hearing Services, Occupational Therapy, and Recreation.*

Typically, students enter a DCE youth or adult special education program after being screened and evaluated at one of the reception and diagnostic centers. Students who are referred as possibly needing special or related services are given extensive diagnostic evaluations which include medical information, test data, psychological information, social history, and general observations.

After being diagnosed and classified as needing special education services, youth students are sent to one of the six learning centers where an individual education plan (IEP) of instruction is developed. Adult students are sent to one of the institutions which provides special education services.

The special education program at Brunswick Correctional Center was implemented this past fiscal year. This program was initiated in response to the jail overcrowding situation which resulted in an influx of students system-wide and a corresponding need for expanded services. Training and resource services are

provided to all institutions which do not have certified special education staff.

1989-1990 Special Education Evaluations

Evaluations for the following handicapping conditions are conducted for both adult and youth clients.

- Blind/Deaf
- Deafness
- Emotional Disturbance
- Hard of Hearing
- Learning Disability
- Mental Retardation
- Multi-Handicapped
- Orthopedic Impairment
- Speech Impairment
- Visual Impairment

ADULT EVALUATIONS

Total number of adults evaluated at Southampton Reception and Classification Center	851
Number of special education referrals (broken down as follows)	113
Mentally Retarded	6
Learning Disabled	11
Speech and Language Impaired	2
Emotionally Disturbed	8
Total Identified by DCE	27
Mentally Retarded	4
Learning Disabled	11
Emotionally Disturbed	11
Total Identified by Public Schools	26
Total found ineligible for services	60

In November 1989 the Reception and Diagnostic Center instituted a "Fast Track" process. In the fast track, youth who have current (within 12 months) evaluations, who meet committing offense criteria, and who have not experienced a significant change in personal or family dynamics, spend 1-2 rather than 3 weeks at R&DC. Due to the shorter stay, 35 more youth were staffed in the 1990 fiscal year.

In addition, a new diagnostic test (the Woodcock-Johnson Psychoeducational Battery-Revised) was implemented at R&DC. This test enables a more accurate assessment of each youth's abilities and can test skills to the 16.9 level rather than the previous level of 12.9.

YOUTH EVALUATIONS

Total number of youth evaluated 1,455
 Special education referrals 581
 (broken down as follows)

Mentally Retarded 16
 Emotionally Disturbed 211
 Learning Disabled 61
 Speech Impaired 4

Total Identified by DCE 292

Mentally Retarded 22
 Emotionally Disturbed 138
 Learning Disabled 97
 Speech Impaired 1

Total Identified by Public Schools 258

Total found Ineligible for services 31

Approximately 37.7 percent of youth evaluated at the Reception and Diagnostic Center are identified as in need of special education services.

FISCAL YEAR 1989-1990 HIGHLIGHTS

1. A computerized Individual Education Plan (IEP) program was implemented in the six Learning Centers, and handicapped students in the Learning Centers participated in the new Transition Program.
2. Special education, vocational, and academic teachers participated in in-service training relating to special education issues. Special education staff also participated in Cooperative Learning, Mastery Learning, and Motivation Seminars.
3. Each special education program completed a self-audit using the standards established by the Council for Exceptional Children.
4. A Transition Plan was developed to address the need for transitioning handicapped students back into the community.

5. A Special Education Policy Manual combining youth, adult, and surrogate parent procedures and guidelines was completed.
6. Special education instructors, vocational instructors, and academic teachers participated in in-service training relating to special education issues.
7. The special education division assisted the Virginia Crime Commission staff in developing a service delivery model to provide special education services in the Virginia jail system.
8. A computerized IEP program was piloted at Beaumont Learning Center.
9. The principles and premises of OBE were introduced to all special education staff who then assisted with two OBE pilot programs.

Chapter I Programs

The purpose of the DCE Chapter I program is to supplement the existing core curricula with instruction in social skills. Program services are provided for the development, implementation, and maintenance of social skills programs for students up to the age of 21.

The 1989-90 grant award was \$614,257. Of this amount, \$485,263 was allocated to the youth school programs and \$128,994 was used for adult facility programs. Chapter I funds are used for salaries, teaching materials and equipment, in-service training, travel expenses, and program evaluation.

During the 1989-90 fiscal year, Chapter I funds supported a Program Coordinator, a Transition Coordinator, a Secretary, a Fiscal Technician, and 14 Chapter I

One of Hanover Learning Center's major initiatives in FY 1989-90 was the "School Climate" Project. The major areas of focus were effective communications, rewards and recognition for students and staff, effective teaching strategies, and suitability of building and grounds. Staff identified various school projects and training seminars designed to address goals in each identified area.

teachers. Four instructional assistant positions, previously funded by Chapter I in the youth schools, were eliminated due to a decrease in funding.

In FY 1989-90, the DCE operated Chapter I programs in the six Youth Learning Centers and in four adult prisons that had significant youthful offender populations (Harrisonburg, Southampton, St. Brides, and the Youthful Offender Center at Southampton).

The Social Skills program includes instruction in personal, social, and community living skills. The curriculum is designed to enable students to practice effective survival and independent living skills upon reentry into the community and to co-exist appropriately with family, peers, and community institutions.

The Chapter I program complements the basic academic and vocational agenda with special programs and activities. The objective is to raise student levels of career and cultural awareness and to introduce current socially significant topics.

FISCAL YEAR 1989-90 HIGHLIGHTS

1. A revised Social Skills Curriculum was field-tested and is now being used in all Chapter I classes.
2. The Chapter I Curriculum was presented at several conferences during the fiscal year including the annual conference of the International Correctional Education Association, and the Learning Handicapped Offender Conference.

The DCE Transition Program

The DCE Transition Program is the newest program to come on line--effective July 1, 1989. An interagency task force worked on the program for a year prior to its establishment and studied a number of existing transition programs before adopting the *Washington State Model*. The transition program has now been implemented in all of the youth schools. Each school is assigned a transition specialist who has the responsibility of facilitating the student's transition through the learning center and back to the community.

There are four phases to the transitioning process: agency awareness, transfer of records, preplacement planning, and student follow-up. The transition specialists attend the Comprehensive Service Plan meeting held at the time of each student's arrival. Other members of the service team include aftercare workers, counselors, and other corrections/education staff as needed.

The Comprehensive Service Plan addresses educational goals, treatment goals, and student placement upon release. The transition specialists maintain close contact with the student, the caseworker, the aftercare counselor, and the public school guidance counselor during the youth's stay at the institution. When the student is released, the transition specialists facilitate his/her return into the community.

The transition program has had a substantial impact. Results of a 4-month survey (October 1989 - February 1990) are as follows:

Comprehensive Service Plans attended:	346
Public school guidance counselors contacted:	313
Probation officers contacted:	792
New students received:	556
Students released:	552
Student contacts made:	1,059

During the last fiscal year, youth from Beaumont Learning Center participated with youth from Bon Air Learning Center in the development of the UPTOWN PROGRAM, a coed, independent living skills/work release program.

During the first year of operations, DCE transition specialists have made great strides in bridging the gap between DCE schools and the public schools.

During the last fiscal year, the transition program was presented at the following conferences: *The Second National Conference on Transition for Independent Living*, *The Handicapped Offender Conference*, and *The Special Education Summer Institute* at Longwood College.

Library Services

The Department of Correctional Education provides library services to all of the adult and youth schools.

The libraries in the adult correctional facilities serve as public libraries with school library overtones; the youth libraries emulate school libraries. Both provide basic reference sources, current events information, and recreational reading. The adult collections place more emphasis on fictional selections.

The correctional field units each have small reading collections in a library room operated by an inmate and supervised by a unit library coordinator. Unit libraries provide a small reference collection with emphasis placed on newspapers, magazines, and paperbacks.

This past year the DCE library program has focused on increasing media technology. Training has been offered on the use of computer software and included retrospective cataloging, bibliographic production, circulation control methods, and bar coding for speedy checkout.

ACA/ALA (American Correctional Association/American Library Association) library standards were applied throughout the system, and policies and procedures were developed to facilitate implementation of the standards. In conjunction with this, a comprehensive needs assessment was conducted to delineate future needs of existing programs. Plans were also completed for the new libraries to be opened

at the Greensville and Keen Mountain correctional facilities.

The DCE currently employs 20 librarians and 6 teacher librarians. Title I of the Library Services and Construction Act is a major funding source for DCE and is administered by the Virginia State Library. Chapter II provides supplementary funds to the youth librarians for equipment and collection development needs.

FISCAL YEAR 1989-1990 HIGHLIGHTS

1. Fifteen Winn-Lab computers were installed in youth and adult school libraries.
2. All library programs now maintain a documentation file in support of American Library Association Standards.

The Community Volunteer Program

The Community Volunteer Program (CVP) has successfully completed its first full year of service during which the following activities occurred:

1. *A Procedures and Resource Manual* was completed by a 24 member task force.
2. Each school in a major facility appointed a Volunteer Manager, and all principals and managers participated in CVP Orientation. Instructors also received assistance through a half-day session on volunteer supervision.
3. Essential volunteer materials were developed including volunteer job descriptions for 16 positions, a pamphlet entitled

At Southampton Correctional Center, flooding of the school library did not put a stop to student services. The librarian, assisted by two academic teachers, provided a pick-up and delivery book service to the inmate cells. This "book-mobile" service was provided until the library was dry enough to reopen.

Other schools which improved and expanded library services included VCCW, Mecklenburg, and Nottoway Correctional Centers and Marion Correctional Treatment Center.

"Steps for Securing New Community Volunteers," and sample public service announcements. Included in the Volunteer Manual were recognition options and sample certificates.

- Students in Brunswick Correctional Center's commercial arts class made a large "Volunteers Shine On" banner for DCE use which has been shared with many other groups throughout the state. A CVP brochure and various flyers are in the works.

To maximize results with minimum funding and effort, linkages with other state agencies, and education and literacy organizations were given a high priority. These linkages include the following.

- A Virginia Correctional Volunteer Advisory Group was formed by the Departments of Correctional Education, Corrections--adult and youth--and the Chaplain Service of Virginia.
- To recruit and train literacy volunteers, linkages were formed with the Virginia Literacy Foundation, the Office of Adult Literacy, the Virginia Office of Training for Volunteer Literacy Providers, and the Literacy Council of Metropolitan Richmond.
- CVP staff have met with The Prison Fellowship, the Retired Teachers' Association, and the Department of Volunteerism's Community Classroom Partnership Project.
- Recognition activities included volunteer appreciation dinners, recognition at school graduation ceremonies and at special events such as Barrett Learning Center's Founder's Day, special awards,

appreciation certificates and letters, and 5 and 10 year Literacy Volunteer of American (LVA) service pins.

Community Volunteer Statistics July 1, 1989 through June 30, 1990

Volunteers working with students		
Volunteers	404	hrs. 3,579
Non instructional volunteers		
Volunteers	68	hrs. 1,135
Guest speakers		
Speakers	143	hrs. 379
Board, task force members		
Members	100	hrs. 312
Total Volunteers		715
Total Hours Given		6,120
Value of Vol. Service		\$54,050
Donations		
Value of Donations		\$9,963
Total Value of Service and Donations		\$64,013

The DCE Community Volunteer mission is to extend and enhance DCE staff efforts to provide quality education, to enrich the lives of DCE students, and to serve as a vital communication link between the incarcerated population and the community.

"Including us in professional workshops and meetings is the best recognition DCE could give us," one volunteer commented. Recognized as "unpaid" staff, volunteers are welcome to participate in all relevant DCE training as well as conferences offered by other organizations.



Ken Soper
Staff Photographer
Office of the Governor

The Honorable L. Douglas Wilder, Governor, Commonwealth of Virginia, is presented with a "Literacy Star" from an adult inmate literacy student. The star was part of a national "Stars in Space" Campaign promoting adult literacy. Others in the picture include (L to R), Theophilise Twitty, Deputy Secretary for Public Safety; Dr. Osa Coffey, DCE Superintendent; Imogene Draper, Literacy Incentive Program Coordinator; Ruth Harren, Volunteer Services Director; Joseph Browe and Skiddy Lund, DCE Community Volunteers.

THE DCE HUMAN RESOURCES DIVISION

With the employment of a new division director, the name of the Personnel Division was changed to that of Human Resources Division. The term human resources implies that the agency considers its employees to be a valuable asset, worthy of conservation and development. It represents a changed approach from a division focused on the processing of personnel transactions to a division working to employ, develop, and retain a highly motivated, effective workforce.

Personnel Statistics

As of June 30, 1990, the DCE employed 480 staff (400 permanent, full-time and 80 P-14, part-time). (See Appendices H-K for DCE organizational structure.) These can be grouped into the following categories:

Administrators	52
Academic Teachers	205
Vocational Teachers	116
Other Professionals	7
Technicians	25
Paraprofessionals	18
Office Clerical	57

The location of these staff is as follows:

Central Office	43
Learning Centers	175
Adult Schools	220
Field Unit Schools	42

The DCE Principal Internship Program

In fiscal year 1988-89 the DCE initiated a Principal Internship Program. The program was developed to help ensure a pool of properly trained staff for vacant principal and assistant principal positions and to provide promising and qualified staff the opportunity for professional development in the areas of administration and supervision.

All DCE staff who have worked for the agency at least 2 years and who have completed a minimum of 15 hours credit toward a Masters Degree from an accredited university (leading to a principal's endorsement) are eligible to apply for placement in the program.

The program is directed by an Internship Committee whose members are elected annually by their peers. Solicitations for nominations are published in *The DCE Connection*, and all teacher level professional staff may nominate themselves or others. The committee selects a maximum of four individuals to serve as principal interns during each fiscal year.

The program consists of three 1-week internships in adult and/or youth facilities, 1 week's assignment to the Central Office, the completion of assigned skills and reading lists, and a final paper.

During the 1989-90 fiscal year, the four original interns completed their internships. The interns selected for the 1989-90 fiscal year were John Ausbon from Southampton Correctional Center, Jesse Kushner from Nottoway Correctional Center, Mike Scourby from Dinwiddie Correctional Unit 27, and Curtis Wilkerson from Buckingham Correctional Center.

The interns selected for the 1990-91 fiscal year are Dorothy Carter from Powhatan Correctional Center, Robert Davisson from Natural Bridge Learning Center, Grace Hawkins from Beaumont Learning Center, and Robert Sine from the Virginia Correctional Center for Women.

With the recent change in the process for recertification of teachers and administrators, the principals who serve as "Master Principals" to the interns are now able to earn mentor credit toward their recertification. As was the case last year, the principal's agreement to serve as a "Master Principal" is voluntary.

As a result of vacancies which have occurred during the last 2 years, three of DCE's principal interns have been appointed to assistant principal positions, and one has become a principal.

Trimester Training

In August 1989 the DCE held its second trimester training week with over 350 DCE employees participating in all or part of the training activities. The training areas addressed included OBE, logical discipline, classroom management and teaching techniques for special populations, and excellence in administration.

DCE employees were also able to participate in a variety of self-selected training activities which included visits to business and industrial sites, vocational/technical centers, mental health and mental retardation facilities, and university libraries and resource centers. Several employees observed educational classes in local jails and juvenile detention centers.

The December 1989 trimester week was devoted primarily to self-selected activities and small group meetings. During this week instructors working on revising vocational curricula also met.

The April 1989 trimester training efforts were reduced because of anticipated budget reductions and overall fiscal restraints. Some regionalized OBE training took place, and facility-based training included the areas of first aid, mandatory security training, and self-selected activities.

Day of Excellence

In June 1990 the DCE held its first employee recognition day. The 46 recipients of *Outstanding Service Awards* included school principals, academic and vocational teachers, instructional aides and assistants, clerical and fiscal staff, and volunteers.

The ceremony was attended by the Honorable Robert L. Suthard, Secretary for Public Safety and by Theophlise Twitty, Deputy Secretary. The awards were

conferred by Dr. Coffey, Superintendent of the DCE. Mr. Spencer Bartley, Vice President of the Southland Corporation, was the luncheon speaker.

THE DCE PLANNING, BUDGET, AND RESEARCH DIVISION

During the 1989-1990 fiscal year, the Research, Planning, and Evaluation Division was changed to the Planning, Budget, and Research Division. The intent of this change was to more closely align the planning and budgeting functions of the agency with its program mission. Budgeting activities will be based on program planning that will be founded on research.

The information gathered from this internal and external research will support management decisions and will form the rationale for budget requests. By vesting planning, budgeting, and research activities in a single organizational unit, executive management will have access to a central source of information that will be used to make budgetary and programmatic decisions.

FISCAL YEAR HIGHLIGHTS

1. DCE planning staff worked closely with Department of Corrections planners to develop prototype plans for facility construction. The DCE concentrated on designing instructional spaces for both the academic and vocational programs as well as library and administrative space. Planning continues on new projects as well as on renovation of existing facilities.
2. The Planning Division was actively involved in preparing for the implementation of the Management Information Systems (MIS) Division. A National Institute of Corrections grant provided funding for the services of an outside consultant who assessed the DCE's information needs and developed a computerized

In cooperation with DCE and DOC planning staff and a design consultant, students enrolled in the drafting class at the Virginia Correctional Center for Women provided the architectural renderings for the multi-purpose modular prototype building program at St. Brides Correctional Center. Students entered the initial pencil drawings for the prototype onto the computer-assisted drafting (AutoCAD) system and revised and finalized the drawings based on input from the planning team.

During the 1989-1990 fiscal year, DCE staff conducted a survey of correctional education departments across the nation to determine the number of states with mandatory prison literacy programs and reviewed the programmatic, fiscal, and policy impact of each program.

prototype solution for problems related to the educational and administrative uses of educational technology.

The computer software developed provides (1) a tracking system for purchase orders and vouchers, (2) a reporting system for budget and expenditure information, (3) a system which will allow tracking of employees by position, classification, and cost code, and a student tracking system which will enable access to personal data, evaluation results, transfer information, work assignments, class performance, and completion statistics.

A separate MIS Division with a new Director was created to be effective July 1, 1990. This division will play a key role in improving the collection, processing and reporting of DCE programmatic and statistical data.

4. The Division developed a process to prepare school budgets and monitor them throughout the fiscal year. The budget monitoring system should provide the information executive staff need to more closely monitor the expenditures of the agency.

DEPARTMENT OF CORRECTIONAL EDUCATION FISCAL SUMMARY

The DCE Finance Division

The following activities occurred during fiscal year 1989-1990.

1. The Department of Correctional Education achieved an annual prompt payment compliance rate of 96.88 percent, exceeding the Commonwealth's 95 percent compliance standard.
2. The Finance Division completed the first "vulnerability assessment" of the DCE's internal controls.
3. The DCE expended 99.86 percent of the total agency general fund budget.
4. A streamlined fiscal staff processed 3,492 purchase orders, a 26 percent increase over the prior fiscal year.
5. A total of 6,652 expenditure vouchers were processed, a 31 percent increase over the prior fiscal year.
6. A new computer system was purchased which will enable the finance division to access the Commonwealth Accounting and Reporting Downloading System (CARDS). This will provide financial data to the DCE in a more timely manner.

7. New financial policies and procedures were developed for inclusion in the DCE Policy and Procedure Manual.

8. Ongoing training in fiscal areas was provided to the DCE schools and to central office staff.

DCE Cost Data

In fiscal year 1989-1990 the Department of Correctional Education had a total budget of \$17,721,984, of which \$17,234,030 were expended. These funds were allocated to three sub-program categories -- Administration, Vocational Education Programs and Academic Programs. The allocations and the amounts expended for each category include:

	Allocation	Expenditure
Academic	\$8,1514,556	\$8,216,183
Vocational	4,400,950	4,358,472
Administration	<u>4,806,478</u>	<u>4,659,375</u>
Total	\$17,721,984	\$17,234,030

During the 1989-90 fiscal year, administration costs comprised 27 percent of total expenditures.

DCE appropriations come from three funding sources. Along with General Funding (state monies appropriated by the General Assembly), Federal and Special Revenue funds are received. Below is a chart of each sub-program's funding source:

	General	Federal	Special	Total
Academic	\$7,554,743	\$952,770	\$7,043	\$8,514,556
Vocational	3,981,105	419,845	-0-	\$4,400,950
Administration	4,514,493	291,985	-0-	\$4,806,478
TOTAL	\$16,050,341 (90.57%)	\$1,664,600 (9.40%)	\$7,043 (.03%)	\$17,721,954 (100.00%)

DCE General Funds

General funds for the Fiscal Year of 1989-1990 included a base budget of \$13,525,665. This base budget reflects a reduction of \$802,275 based on a 6.3 percent personnel services turnover and vacancy factor. Added to this base budget were initiatives that addressed the following:

Jails Overcrowding	\$854,616
Literacy Incentive Program	349,555
Greenville / Keen Mountain Start-up	500,000
Field Unit Intake	180,000

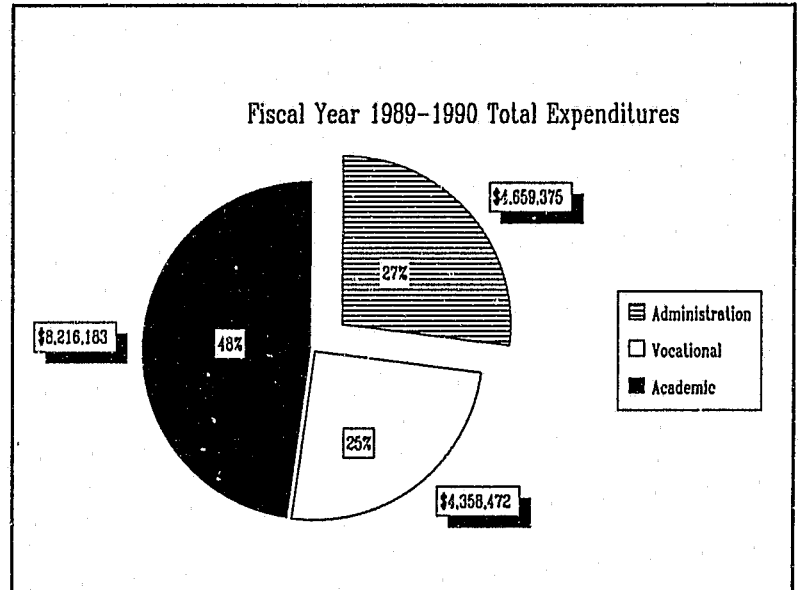
In addition to the above, the following were added to General Fund appropriations:

Approved carryover from FY 88-89	
Jails Overcrowding	\$345,868
Salary Regrade and Merit Increases	
Adjustment	1,305,475

The general fund appropriations were reduced during the fiscal year as follows:

Governor's Authorized 3.5% Budget Cut	\$548,196
Reversion for Greenville/Keen Mountain Late Start-up	440,000
Reversion to Dept. of Information Technology	22,642

The total general fund appropriations for FY 1989-1990, taking the above additions and subtractions into account, equaled \$16,050,341. General fund expenditures totaled \$16,028,062 for the fiscal year. The exhibit on page 30 shows fiscal year general and federal fund expenditures by DCE component.



Federal Fund Appropriations

The DCE receives federal funding to help support its programs from the various sources listed below. All the federal funds received are passed through from the State Department of Education.

Chapter I of the Education Consolidation and Improvement Act (ECIA) of 1981

Chapter I is a federally funded program for Neglected and Delinquent Children designed to supplement existing curricula. It is used to provide services to students up to the age of 21. The DCE's social skills programs are funded entirely by Chapter I.

Title VI B of the Education for the Handicapped Act

Title VI B provides federal monies for programs that meet the individual special education needs of handicapped students through the age of 21.

Title VI ABE of the Adult Education Act

Title VI ABE provides federal funds for the provision of basic education to adults functioning on grade 0 to grade 8.9.

Carl D. Perkins Vocational Education Act of 1985

This federally funded program provides monies for improvement of vocational and occupational programs along with supplemental funding for handicapped and disadvantaged students. It includes a 1 percent set-aside for correctional populations.

Apprenticeship Related Studies (Funded through the Carl D. Perkins Vocational Education Act, Adult Training and Retraining (12% Adult Setaside).

This program enables the DCE to hire part-time staff (usually one night per week, 2 hours per night) who teach apprenticeship related studies, i.e., the theory (textbook material) they must comprehend in order to fully master their trade.

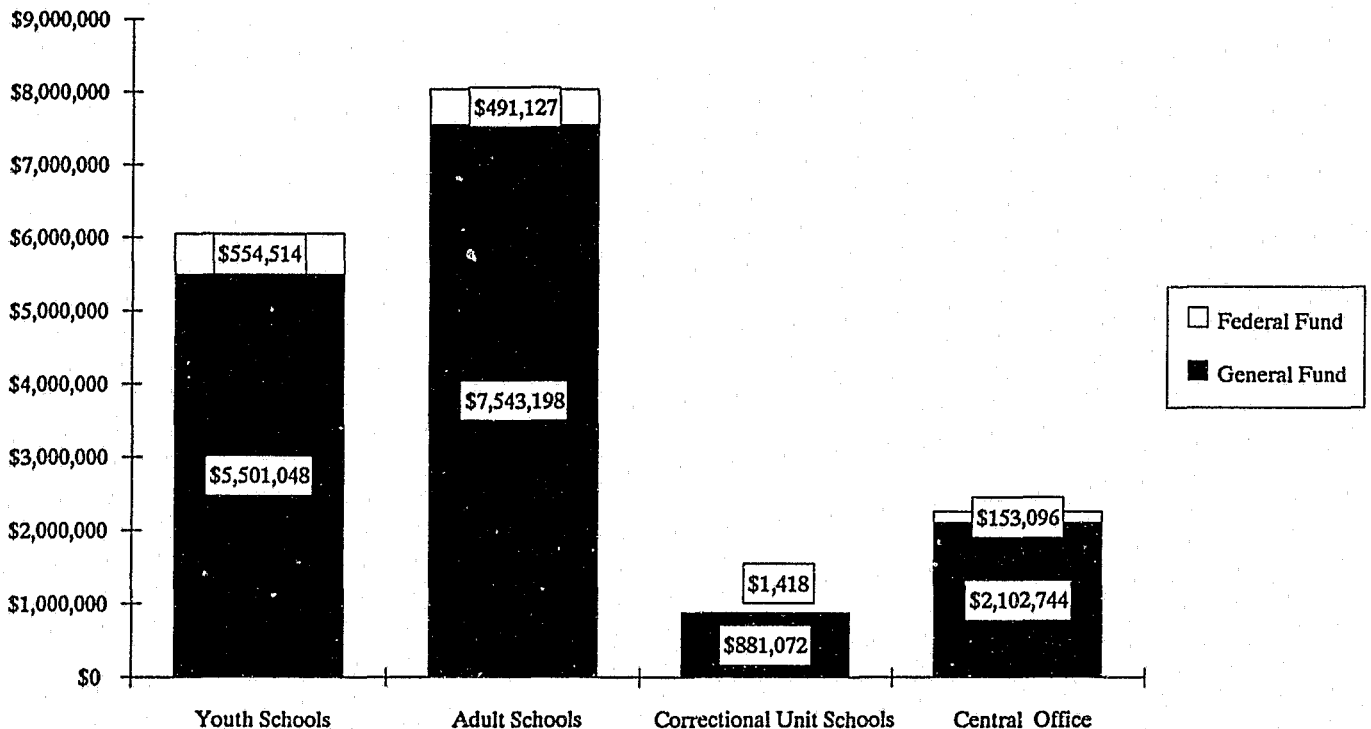
Chapter II Library Funds

These funds are used to purchase books, materials, and equipment for DCE libraries.

The Federal Fund appropriations and expenditures for fiscal year 1989-1990 were as follows:

	Appropriations	Expenditures
Chapter I	\$819,932	\$708,839
Title VI B	152,784	49,195
Title VI ABE	57,000	52,370
Carl D. Perkins	574,868	332,007
Chapter II	12,095	10,561
Apprenticeship Related Studies	47,921	47,183
TOTAL FEDERAL	\$1,664,600	\$1,200,155

Distribution of 1989-1990 General and Federal Fund Expenditures



Special Fund Appropriations

During fiscal year 1989-1990, the Department of Correctional Education received \$4,000 in donations from the Richmond Newspapers, Inc. (through the Literacy Volunteers of Virginia Institutions) for the purchase of newspaper subscriptions in 19 adult correctional facilities and field units.

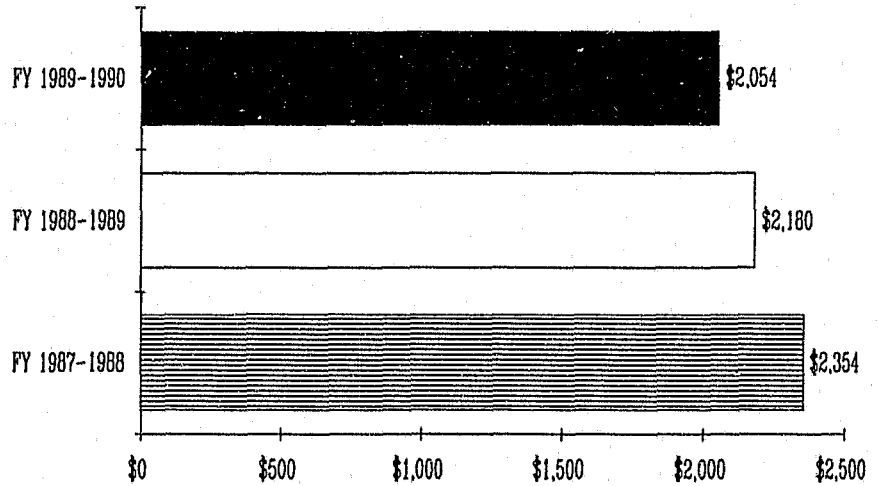
An additional \$1,000 was donated by private individuals to help fund a video project at Beaumont Learning Center. These funds, added to the \$2,043 carried over from fiscal year 1988-1989, provided \$7,043 in total funds from donations. A total of \$5,813 was expended with the balance carried over to the next fiscal year.

DCE Cost Per Pupil Calculations:

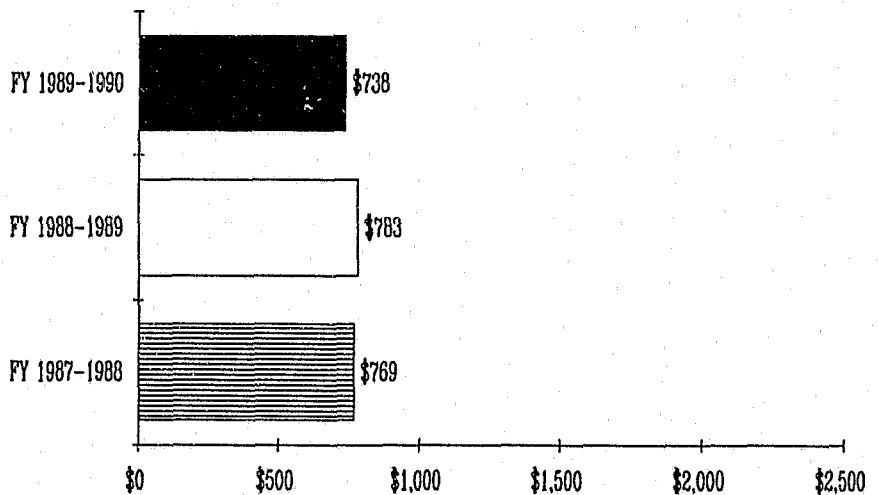
The table below illustrates the 1989-1990 fiscal year cost per pupil. The calculations include the cost of providing academic and vocational programs, diagnostic center support, and administration. Total cost is divided by the number of students served during the fiscal year. The exhibits following these calculations provide a comparison of the per pupil cost over the last 3 fiscal years.

	Youth Schools	Adult Schools
Academic Programs	\$3,466,652	\$4,024,077
Vocational Programs	1,272,989	3,037,680
Administration	788,611	1,575,139
Central Office Support (allocated by % of students served)	912,262	1,343,578
Diagnostic Center Costs	527,308	285,732
Total Costs	\$6,967,822	\$10,266,206
Number of Students Served	3,393	13,914
Average Cost per Student	\$2,054	\$738

Comparison of Per Student Costs in Youth Schools
FY 1987-1988, FY 1988-1989, FY 1989-1990



Comparison of Per Student Costs in Adult Schools
FY 1987-1988, FY 1988-1989, FY 1989-1990



Enabling Legislation (Amended)

Section 22.1-338 CODE OF VIRGINIA Section 22.1-345

CHAPTER 18.

DEPARTMENT OF CORRECTIONAL EDUCATION

Sec.

22.1-339. Definitions

22.1-340. Authority continued as Department of Correctional Education

22.1-341. Supervision of Department: composition of Board; terms and vacancies.

22.1-342. System of schools for persons committed to certain institutions.

22.1-343. Powers and duties of Board

22.1-344. Appointment of Department Superintendent: powers and duties.

22.1-345. Compliance with applicable regulations and statutes.

Section 22.1-339. Definitions. -- As used in this chapter:

"Department" means the Department of Correctional Education.

"The Board" means the Board of Correctional Education. (Code 1950, Section 22-41.1, 22-41.2; 1974, c. 394; 1976, c. 723; 1979, c. 700; 1989, c. 559; 1985, cc. 447, 448.)

The 1985 amendments.--The first and second 1985 amendments are identical and deleted the subdivision designations 1 and 2. added the definition of "Department." and in the definition of "The Board" substituted "Correctional Education" for "the Rehabilitative School Authority."

Section 22.1-340. Authority continued as Department of Correctional Education.--The Rehabilitative School Authority is continued and shall hereafter be known as the Department of Correctional Education. The Department shall be composed of all educational facilities of all institutions operated by the Department of Corrections. (Code 1950, Section 22-41.1; 1974, c. 394; 1980, c. 559; 1985, c. 447.)

1985 amendments rewrote this section.

Section 22.1-341. Supervision of Department: composition of Board; terms and vacancies.--The Board of the Rehabilitative School Authority is continued and shall hereafter be known as the Board of Correctional Education. The supervision of the Department shall be vested in the Board of Correctional Education. The Board shall be composed of seven members who shall be appointed by the Governor, subject to confirmation by the General Assembly. Members shall be appointed for terms of four years each except that whenever a vacancy occurs other than by expiration of a term, the Governor shall appoint a member for the remainder of that term. No member shall serve more than two consecutive four-year terms. The chairman of the Virginia Parole Board, two persons designated by the Director of the Department of Corrections and the director of Vocational Education in the Department of Education shall serve as ex-officio members without vote. (Code 1950, Section 22-41.2; 1974, c. 394; 1976, c. 723; 1979, c. 700; 1980, c. 559; 1985, c. 448.)

The 1985 amendment added the present first sentence and substituted "Department" for "School Authority" and substituted "Correctional Education" for "the Rehabilitative School Authority" in the present second sentence.

Section 22.1-342. System of schools for persons committed to certain institutions.--The Board shall establish and maintain a general system of schools for persons committed to the institutions composing the Department of Correctional Education. Such system shall include elementary, secondary, post-secondary, vocational, technical, adult and special education schools. The Department, through the Board, shall operate all of the schools in the system. (Code 1950, Sections 22-41.3, 22-41.4; 1974, c. 394; 1989, c. 559.)

Section 22.1-343. Powers and duties of the Board.--The Board shall have the following powers and duties:

1. To adopt and enforce all necessary rules and regulations for the management and operation of the schools in the Department except that the rules and regulations adopted hereunder shall not conflict with rules and regulations relating to security adopted by the institutions to which the pupils are committed;
2. To visit and inspect the schools at reasonably frequent intervals;
3. To set the compensation of the Superintendent of the Department;
4. To adopt rules and regulations governing the timing and methods of payment of compensation of teachers and other personnel under term or annual contracts;
5. To establish schools of the appropriate grades, levels and types in the institutions comprising the Department and to adopt regulations for the admission of pupils thereto;
6. To enter into such agreements with private entities, school divisions, community colleges and public and private junior colleges, colleges and universities as it may deem to be appropriate for the purpose of carrying out its duties and responsibilities under this chapter;
7. To name the various individual schools but such names need not be associated or identified with the institution or facility within which they are located; and
- 8, 9. [Repealed.]
10. To receive and disburse funds from any source for the purpose of providing education in such Department. (Code 1950, Section 22-41.5; 1974, c. 394; 1980, c. 559; 1984, c. 444; 1985, c. 397.)

The 1984 amendment deleted subdivision 8, which read "To employ teachers on recommendation of the superintendent of the School Authority and place them in appropriate schools." The 1985 amendment substituted "Department" for "School Authority" throughout the section inserted "and" at the end of subdivision 7, and deleted subdivision 9, relating to the preparation of a budget

Section 22.1-344. Appointment of Department Superintendent; powers and duties.--The Governor shall appoint, subject to confirmation by the General Assembly, the Superintendent of the Department who shall meet the minimum standards for division superintendents set by the Board of Education. The Superintendent shall supervise the administration of the Department, and prepare, approve, and submit all requests for appropriations and be responsible for all expenditures pursuant to appropriations. The Superintendent shall also employ teachers and place them in appropriate schools. *The Superintendent shall also develop and implement a literacy program for inmates in correctional facilities.* Other powers and duties of the Superintendent shall be fixed by the Board of Education in accordance with law.

Section 22.1-344.1. Literacy program.--In coordination with the Department of Corrections and the Parole Board, the Superintendent shall develop a functional literacy program for inmates testing below a selected grade level, which shall be at least at the eighth grade level. The program shall include guidelines for implementation and test administration, participation requirements, and criteria for satisfactory completion.

For the purposes of this section, the term "functional literacy" shall mean those educational skills necessary to function independently in society, including, but not limited to, reading, writing, comprehension, and arithmetic computation.

The 1984 amendment substituted the last two sentences of the section for a former last sentence which read "The powers and duties of the superintendent shall be fixed by the Board of Education in accordance with law." The 1985 amendment substituted "Department" for "School Authority" in the first sentence, added the present second sentence, and in the present third sentence inserted "also."

Section 22.1-345. Compliance with applicable regulations and statutes.--The Board shall comply with and require all school facilities within the Department to comply with applicable regulations and statutes, both state and federal. (Code 1950, Section 22-41.7; 1974. c. 394; 1980. c. 559.)

Adult School Programs

	ABE	GED	LIP	Special Education	Chapter I	Vocational Education	Appren- ticeship	College	Library	Segregation
Appalachian	X	X	X			X			X	
Augusta	X	X	X			X	X	X	X	X
Bland	X	X	X			X	X	X	X	
Brunswick	X	X	X			X	X	X	X	
Buckingham	X	X	X			X	X	X	X	
Deep Meadow	X	X	X						X	
Deerfield	X	X	X					X	X	
Harrisonburg	X	X	X	X	X	X			X	
James River	X	X	X			X	X	X	X	
Marion	X	X	X	X					X	
Mecklenburg	X	X	X	X		X	X	X	X	X
Nottoway	X	X	X			X	X	X	X	X
Powhatan	X	X	X			X	X	X	X	X
Southampton	X	X	X	X	X	X	X	X	X	
St. Brides	X	X	X	X	X	X	X	X	X	X
VCCW	X	X	X	X		X	X	X	X	X
Virginia State Penitentiary	X	X	X						X	
Youthful Offender Ctr.	X	X	X	X	X	X			X	

**DEPARTMENT OF CORRECTIONAL EDUCATION
Adult School Program Offerings by Institution**

Key: ABE (Adult Basic Education), GED (General Education Development), LIP (Literacy Incentive Program)

APPALACHIAN CORRECTIONAL UNIT

*Academic Programs: ABE, GED, LIP
Vocational Programs: Auto Mechanics, Masonry, Welding
Apprenticeship Programs: None
College Programs: None
Other: Library Services*

AUGUSTA CORRECTIONAL CENTER

*Academic Programs: ABE, GED, LIP
Vocational Programs: Computer Repair, Dry Wall Installation/Finishing, Floor Covering/Tile, Shoe Repair
Apprenticeship Programs: Baker, Cook, Electrician, Plumber
College Programs: (Blue Ridge Community College) General Studies
Other: Library Services*

BLAND CORRECTIONAL CENTER

*Academic Programs: ABE, GED, LIP
Vocational Programs: Building Trades, Commercial Foods, Masonry, Small Engine Repair, Water/Waste Water Operator
Apprenticeship Programs: Baker, Bricklayer, Carpenter, Cook, Electrician, Meat Cutter/Butcher, Carpenter
College Programs: (Wytheville Community College) Courses that assist toward AA in Business Mgt.
Other: Library Services*

BRUNSWICK CORRECTIONAL CENTER

*Academic Programs: ABE, GED, LIP
Vocational Programs: Auto Body Repair, Auto Mechanics, Building Maintenance, Commercial Arts, Upholstery
Apprenticeship Programs: Auto Body Repairman, Auto Mechanic, Auto Painter, Auto Upholsterer, Baker, Carpenter, Cook, Electrician, Plumber, Upholsterer
College Programs: (Southside Community College) General Studies
Other: Library Services, Educational Evaluation for Parole Violator Unit*

BUCKINGHAM CORRECTIONAL CENTER

Academic Programs: ABE, GED, LIP

Vocational Programs: Commercial Foods, Electricity, Plumbing, Sheet Metal

Apprenticeship Programs: Baker, Building Maintenance, Cook, Electrician, Plumber, Sheet Metal Worker, Welder

College Programs: (Southside VA Community College) General Studies and Business

Other: Library Services, Educational Evaluation for Parole Violator Unit

CORRECTIONAL FIELD UNITS

Academic Programs: ABE, GED, LIP

Vocational Programs: Brick Masonry (Units 4 & 13), Climate Control (Unit 25), Woodworking (Unit 28), Heavy Equipment Operator (Unit 9)

Apprenticeship Programs: Baker (Unit 13); Cook (Unit 16); Sign Writer (Unit 23)

College Programs: (Lord Fairfax Community College-Unit 7, Mountain Empire Community College-Unit 18) Sociology and Business courses

Other: Library Services

DEERFIELD CORRECTIONAL CENTER

Academic Programs: ABE, GED, LIP

Vocational Programs: Students are transported to Southampton for vocational classes.

Apprenticeship Programs: None

College Programs: (Paul D. Camp Community College) Associate Degree in Liberal Arts, Business, General Studies

Other: Library Services

HARRISONBURG CORRECTIONAL UNIT

Academic Programs: ABE, GED, LIP, Social Skills, Special Education

Vocational Programs: Climate Control, Electricity

Apprenticeship Programs: None

College Programs: None

Other: Library Services

JAMES RIVER CORRECTIONAL CENTER

Academic Programs: ABE, GED, LIP

Vocational Programs: Electronic Office Machine Repair

Apprenticeship Programs: Auto Mechanic, Baker, Carpenter, Cook, Electrician, Welder

College Programs: (J. Sargeant Reynolds Community College) Accounting, Business, Computer Science, English, Math

Other: Library Services

MARION CORRECTIONAL CENTER

Academic Programs: ABE, GED, LIP, Special Education
Vocational Programs: None
Apprenticeship Programs: None
College Programs: None
Other: Library Services

MECKLENBURG CORRECTIONAL CENTER

Academic Programs: ABE, GED, LIP, Special Education
Vocational Programs: Basic Electricity/Electronics, Printing
Apprenticeship Programs: Baker, Cook, Shop Tailor
College Programs: (Southside Community College) Associate Degree in General studies
Other: Library Services

NOTTOWAY CORRECTIONAL CENTER

Academic Programs: ABE, GED, LIP
Vocational Programs: Climate Control, Drafting, Electronics/Microcomputer Repair, Industrial Maintenance Mechanics
Apprenticeship Programs: Baker, Building Maintenance Person, Cement Mason, Cook, Drafter, Electrician, Plumber
College Programs: (Southside VA Community College): General studies
Other: Library Services

POWHATAN CORRECTIONAL CENTER

Academic Programs: ABE, GED, LIP
Vocational Programs: Auto Mechanics, Barbering, Masonry, Welding
Apprenticeship Programs: Auto Mechanic, Baker, Cook, Electrician, Offset Printer, Plumber, Refrigeration Mechanic, Welder
College Programs: (J. Sergeant Reynolds Community College) General Studies and Business
Other: Library Services

SOUTHAMPTON CORRECTIONAL CENTER

Academic Programs: ABE, GED, LIP, Social Skills, Special Education
Vocational Programs: Auto Mechanics, Building Maintenance, Electricity, Masonry, Welding
Apprenticeship Programs: Baker, Cook, Dental Lab Technician, Industrial Maintenance Mechanic, Plumber, Sewing Machine Repairman, Shoe Repairman/Manufacturer, Upholsterer, Wastewater Treatment Operator, Welder
College Programs: (Paul D. Camp Community College) Associate Degree in Liberal Arts, Business, General Studies
Other: Library Services

STAUNTON CORRECTIONAL CENTER

Academic Programs: ABE, GED, LIP

Vocational Programs: Carpentry, Electronics, Furniture Repair, Upholstery, Welding

Apprenticeship Programs: Baker, Carpenter, Cabinet Maker, Cook, Electrician, Furniture Repair, Machine Operator, Pattern Maker/Textile, Sewing Machine Operator, Upholsterer, Welder

College Programs: (Blue Ridge Community College) General Studies

Other: Library Services

ST. BRIDES CORRECTIONAL CENTER

Academic Programs: ABE, GED, LIP, Social Skills, Special Education

Vocational Programs: Auto Body Repair, Auto Mechanics, Carpentry, Masonry, Offset Printing, Plumbing, Sheet Metal, Small Engine Repair

Apprenticeship Programs: Auto Body Repairman, Boiler Operator, Cook, Electrician, Plumber, Waste Water Treatment Operator

College Programs: (Tidewater Community College) General Studies

Other: Library Services

VIRGINIA CORRECTIONAL CENTER FOR WOMEN

Academic Programs: ABE, GED, LIP, Special Education

Vocational Programs: Drafting, Cosmetology, Office Services

Apprenticeship Programs: Building Maintenance Person, Cook, Painter/Drywall Finisher,

College Programs: (Mary Baldwin College, J. Sergeant Reynolds Community College) Small Business Management

Other: Library Services

VIRGINIA STATE PENITENTIARY

Academic Programs: ABE, GED, LIP

Vocational Programs: None

Apprenticeship Programs: None

College Programs: None

Other: Library Services

Note: Programs are being gradually phased out at the Penitentiary due to the closing of the institution and current small numbers of students available for participation in education programs.

YOUTHFUL OFFENDER CENTER

Academic Programs: ABE, GED, LIP, Social Skills, Special Education

Vocational Programs: Building Maintenance, Major Appliance Repair, Welding

Apprenticeship Programs: None

College Programs: None

Other: Library Services

Youth Learning Center Programs

	Language Arts	Math	Social Skills	Special Education	Fine Arts	Phys. Ed./Health	Library	Vocational Education	Work Release	Arts & Crafts
Barrett	X	X	X	X	X	X	X	X		X
Beaumont	X	X	X	X		X	X	X		
Bon Air	X	X	X	X		X	X	X	X	X
Hanover	X	X	X	X	X	X	X	X		X
Natural Bridge	X	X	X	X		X	X	X		
Oak Ridge	X	X	X	X		X	X	X		X

The Reception and Diagnostic Center (R&DC) performs educational, vocational, and special education evaluations.

**DEPARTMENT OF CORRECTIONAL EDUCATION
Youth Learning Center Program Offerings by Institution**

BARRETT LEARNING CENTER

Academic Programs: Reading, Language Arts, Math, Social Skills, Art, Music, Physical Education and Health, Special Education

Vocational Programs: Career Education, Food Service, Woodworking

Other: Library Services

BEAUMONT LEARNING CENTER

Academic Programs: Reading, Language Arts, Math, Social Skills, Physical Education/Health, Special Education

Vocational Programs: Building Maintenance, Career Education, Electricity, Masonry, Woodworking, Auto Servicing, Auto Body Repair, Small Engine Repair, Interior/Exterior Painting/Drywall, Building and Residential Cleaning Service, Exploring Technology

Other: Library Services

BON AIR LEARNING CENTER

Academic Programs: Reading, Language Arts, Math, Social Skills, Arts and Crafts, Physical Education/Health, Special Education

Vocational Programs: Electricity, Commercial Foods, Nurses Aide, Office Services, Child Care, Work Release

Other: Library Services

HANOVER LEARNING CENTER

Academic Programs: Reading, Language Arts, Math, Social Skills, Art, Music, Physical Education/Health, Special Education

Vocational Programs: Small Engine Repair, Woodworking, Building Maintenance

Other: Library Services

NATURAL BRIDGE LEARNING CENTER

Academic Programs: Reading, Language Arts, Math, Social Skills, Physical Education/Health, Special Education

Vocational Programs: Masonry, Woodworking, Auto Service, Building Maintenance

Other: Library Services

OAK RIDGE LEARNING CENTER

Academic Programs: Reading, Language Arts, Math, Social Skills, Art, Physical Education/Health, Special Education

Vocational Programs: Building Maintenance, Fast Foods

Other: Library Services

Correctional/ Field Unit Programs

	ABE	GED	LIP	Vocational Education	Appren- ticeship	College	Library
Unit 1, Pulaski	X	X	X				X
Unit 2, Caroline	X	X	X				X
Unit 3, Nansemond	X	X					X
Unit 4, Baskerville	X	X	X	X			X
Unit 7, White Post	X	X				X	X
Unit 9, Rustburg	X	X	X	X			X
Unit 10, Cold Springs	X	X					X
Unit 11, Culpeper	X	X					X
Unit 12, Fluvanna	X	X					X
Unit 13, Pocahontas	X	X	X	X	X		X
Unit 15, Chatham	X	X	X				X
Unit 15, New Kent	X	X					X
Unit 17, Haynesville	X	X					X
Unit 18, Wise	X	X				X	X
Unit 20, Capron	X	X					X
Unit 21, Stafford	X	X	X				X
Unit 22, Tidewater	X	X	X				
Unit 23, Halifax	X	X			X		X
Unit 24, Smith Mountain Lake	X	X	X				
Unit 25, Botetourt	X	X	X	X			X
Unit 26, Haymarket	X	X	X				
Unit 27, Dinwiddie	X	X	X				
Unit 28, Patrick Henry	X	X		X			
Unit 30, Fairfax	X	X	X				
Unit 31, Tazewell	X	X					

DEPARTMENT OF CORRECTIONAL EDUCATION

Vocational and Apprenticeship Programs

Vocational Programs

YOUTH SCHOOLS

Auto Body
Auto Service
Brick Masonry
Building Maintenance
Career Education
Child Care
Commercial Foods
Drywall/Painting
Electricity
Fast Foods/Food Service
Nurse's Aide
Office Services
Residential Cleaning
Small Engine Repair
Technology Education
Woodworking
Work Experience

ADULT SCHOOLS

Appliance Repair
Auto Body
Auto Mechanics
Auto Service
Barbering
Brick Masonry
Building Maintenance
Building Trades
Carpentry
Commercial Arts
Commercial Foods
Commercial Sewing
Computer Repair
Cosmetology
Drafting
Drywall Installation
Electricity

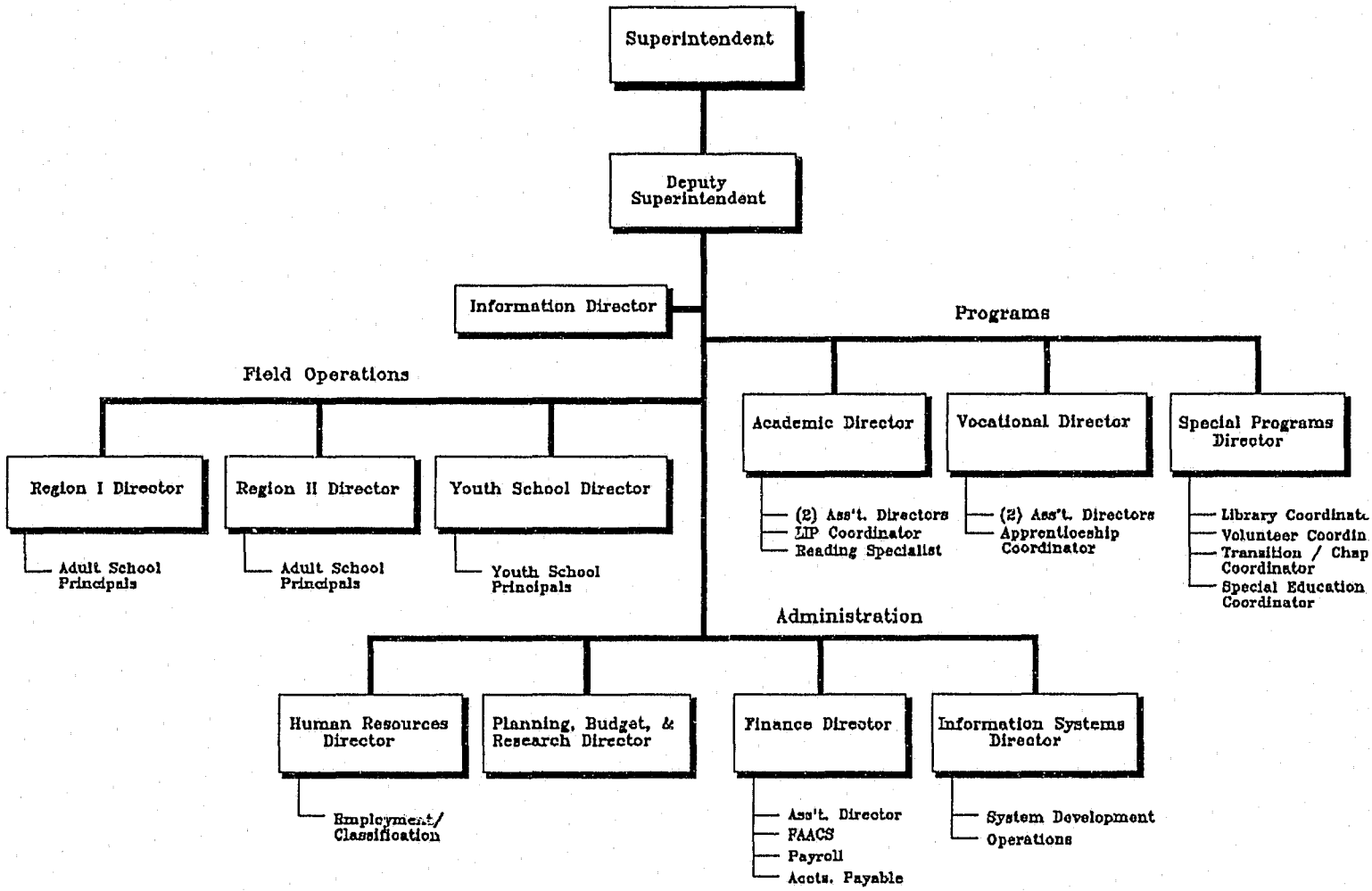
Electronic Machine Repair
Floor Cover./Tile Install.
Furniture Repair
Heavy Equipment
Industrial Maintenance
Offset Printing
Plumbing
Sheet Metal
Shoe/Leather Repair
Small Engine Repair
Upholstery
Water/Wastewater Treat.
Welding
Woodworking Occupations

**Apprenticeship Training Programs
(Adult Schools Only)**

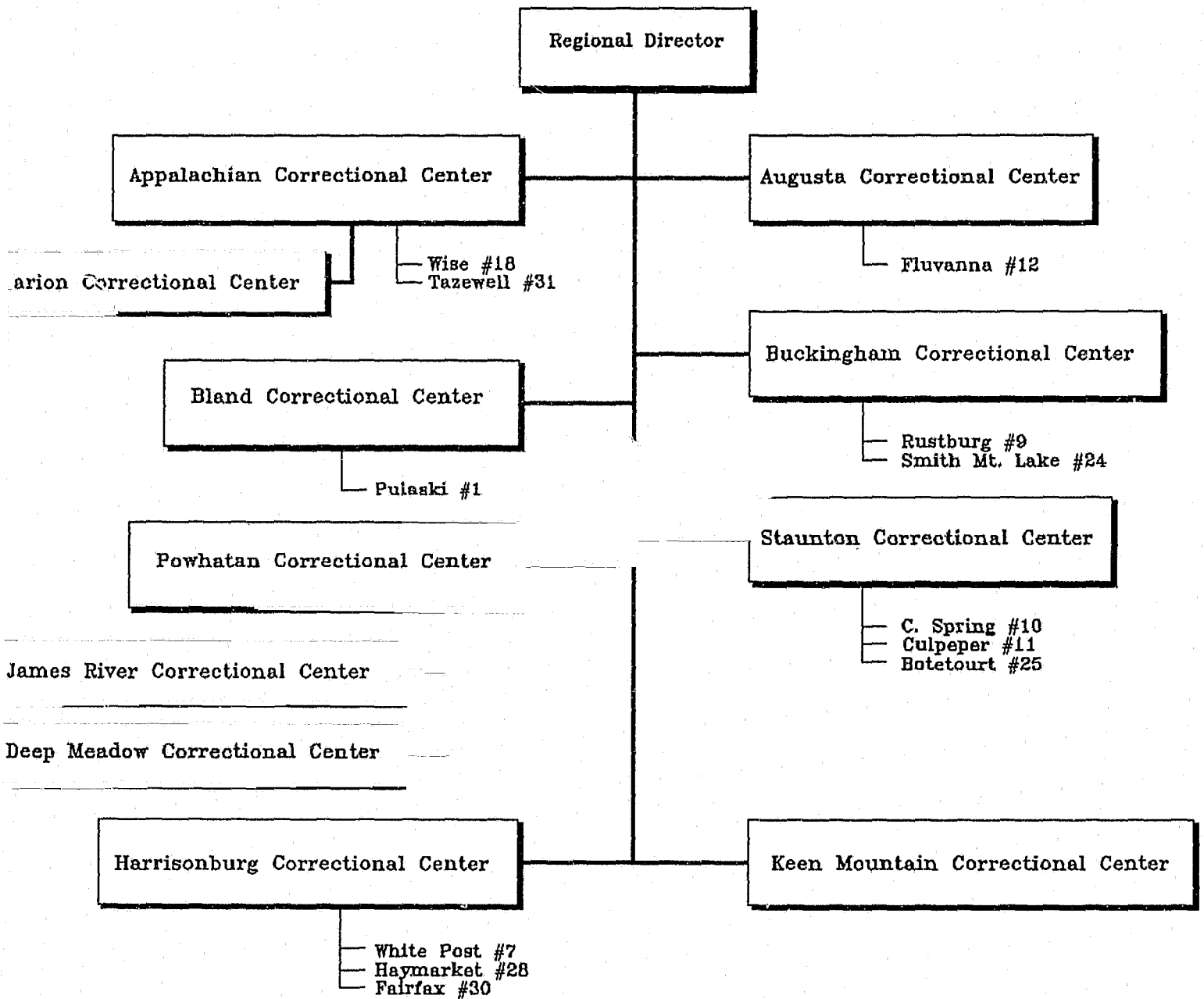
Auto Mechanic
Auto Body Repairer
Auto Painter
Auto Upholsterer
Baker
Binder
Boiler Operator
Brick Mason
Cabinet Maker
Carpenter
Cement Mason
Cook
Dental Lab Technician
Electrician
Furniture Repair Man
Draftsman

Industrial Maintenance Mechanic
Machinist
Meat Cutter/Butcher
Offset Printer
Painter/Drywall Finisher
Pattern Maker/Textile
Plumber
Radio/TV Repairman
Refrigeration Mechanic
Sewing Machine Operator
Sewing Machine Repairman
Shop Tailor
Sign Writer
Wastewater Treatment Operator
Welder

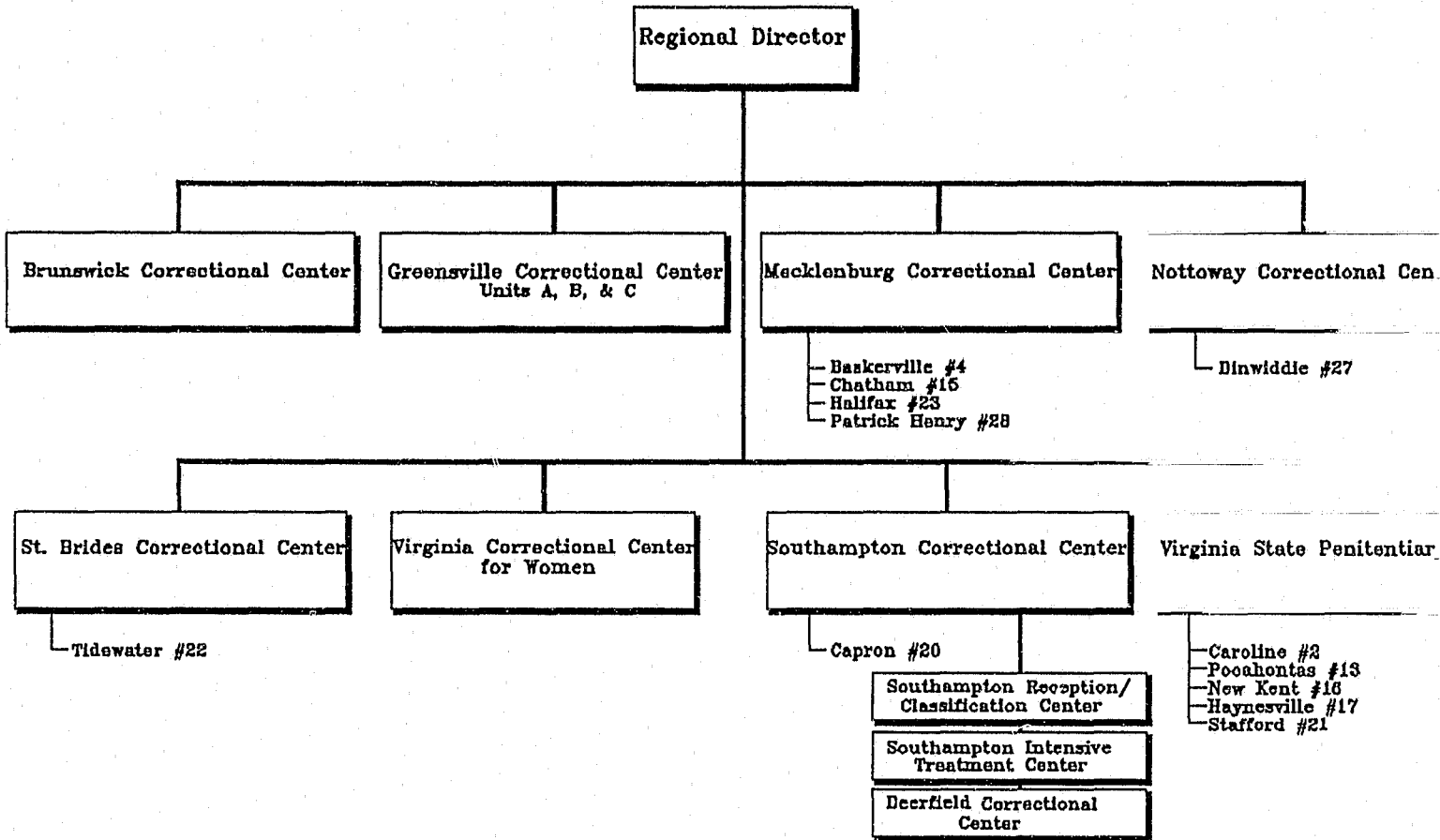
Department of Correctional Education
Organizational Chart 11/90



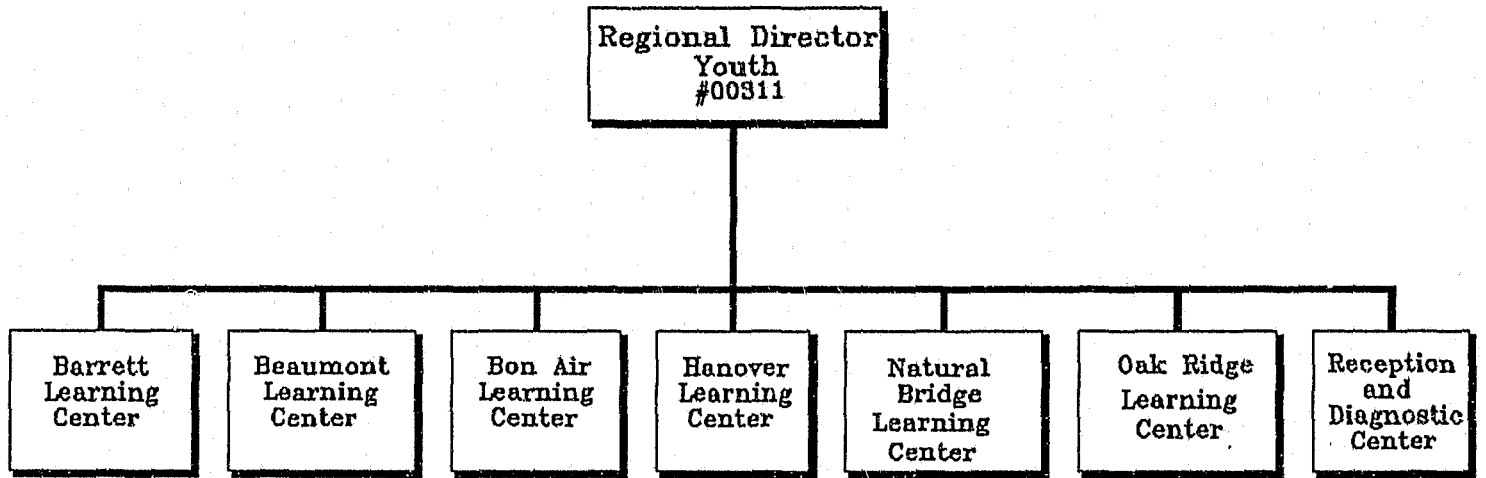
Department of Correctional Education
Organizational Chart 11/90
Region I



Department of Correctional Education
Organizational Chart, 11/90
Region II



Department of Correctional Education
Organizational Chart
Youth Region





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