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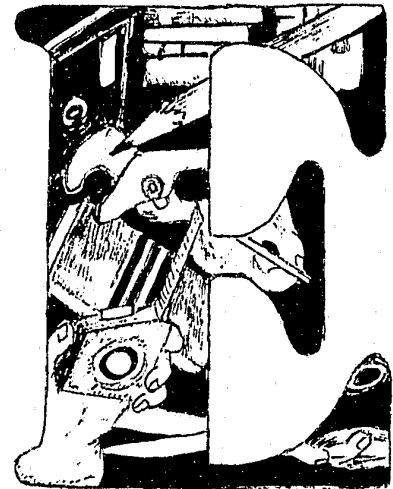
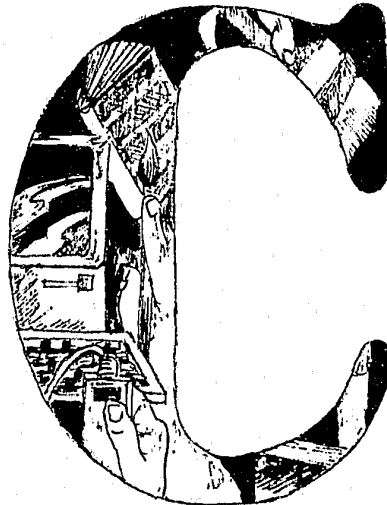
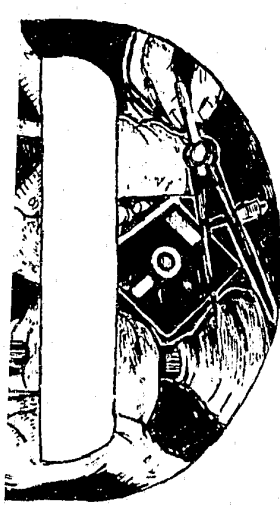
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Virginia Department of Correctional Education

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ANNUAL REPORT

Fiscal Year 1990-1991

Mission Statement

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 respectfully submit the Annual Report on the activities and accomplishments of the Department of Correctional Education (DCE) for the fiscal year ending June 30, 1991.

During the last fiscal year, the DCE submitted a proposal to amend its enabling legislation in order to statutorily define the DCE as a Local Education Agency (LEA). This legislation was passed, and effective July 1, 1991, the DCE was afforded LEA status and can now apply for federal and other funding entitlements for which it was previously ineligible. These projected additional funds will enable improvement of educational programs--including the addition of a drug education component in the DCE schools-- and will facilitate program expansion and upgrades.

The level of inmate participation in DCE's academic programs increased from 23 percent during the 1989-90 fiscal year to 27 percent during the 1990-91 fiscal year. Vocational enrollment increased slightly from 9 percent to 10 percent of the available population. On an average day, the DCE served 4,563 adult and 649 youth students.

The Literacy Incentive Program was further developed to include a life skills curriculum that will meet the expanded definition of literacy, which resulted from the passage of House Bill 1493 in 1989. During the last fiscal year, 4,164 inmates were enrolled in the Literacy Incentive Program with 625 program completions. To date, this program has served 8,281 inmates.

As a result of the opening of the the Keen Mountain and Greenville Correctional facilities, 20 additional vocational programs were implemented. DCE now has 96 vocational programs covering 38 different trade areas. Equipment in several of DCE's vocational shops was upgraded, and curricula were revised to ensure job-market relevant training. The first of the planned modular buildings was completed and is now being used to house an electrical trades vocational program. Two other buildings are in the planning stages and will provide much needed vocational program space at correctional field units.

The DCE's Transition Program, implemented in all youth schools during the 1989-90 fiscal year, was extended to one adult school. The program continues to be effective in bridging the gap between correctional and public schools and this year served 2,118 students. It also received the designation of *Unusually Successful Program* by the United States Department of Education. This award is presented annually to school systems throughout the United States which foster programs that significantly enhance the quality of educational services to youth.

The DCE Community Volunteer Program also expanded significantly with a 91 percent increase in the number of volunteers providing services to the agency. (523 volunteers provided 9,450 hours of service.)

These are just a few of the many accomplishments of the DCE during the last fiscal year. I am proud to report on the agency's achievements and know that this success has been possible in large part because of the personal support and encouragement received from you and the Office of the Secretary of Public Safety.

Respectfully,



Andrew E. Jackson, Sr.
Acting 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.

Harry L. Greene was appointed to the DCE Board in December 1990. Mr. Greene is the President of Good News Jail and Prison Ministry in Alexandria, Virginia.

George F. 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.

William Johnson was appointed to the DCE Board in August 1991. Mr. Johnson is currently serving as Principal at Blackwell Elementary Model School in Richmond.

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.

Jerry Hicks, 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.

John Moore, an ex-officio member of the School Board, represents the Department of Youth and Family Services. Mr. Moore serves as the Operations Chief for Youth Institutions.

R. Forrest Powell, 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.

Vocational Advisory Committee

James C. Beck	Frank "Bronco" Hollis
B.D. "Cotton" Crews	Herbet Parr
Jimmy Dailey	Curtis Payne
Janet Dobbins	Dr. Arnold Westbrook

Literacy Incentive Program Steering Committee

Theophlise Twitty	Edward W. Murray
Clarence Jackson, Jr.	R. Forrest Powell
Stephen Nunes	Imogene Draper*
Dr. Osa Coffey	Dr. Hillal Gill*

* Dr. Gill took over as LIP Coordinator in April 1991 when Ms. Draper vacated that position.

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ACQUISITIONS

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ACQUISITIONS

**THE
DEPARTMENT OF
CORRECTIONAL
EDUCATION**

DCE BECOMES A LOCAL EDUCATION AGENCY

In January 1991, the DCE submitted a legislative proposal to amend Section 22-1-340 of the Code of Virginia in order to statutorily designate the Department as a Local Education Agency (LEA). The purpose of this legislation was to provide the DCE with opportunities federal funding and other entitlements for which the agency was not eligible.

An LEA is defined as "*a board of education legally constituted within a State having administrative control and direction of public elementary or secondary schools in a city, country, township, school district, or other political subdivision of a state.*" Certain funds and programs which support and enhance public elementary and secondary education are available only to entities recognized as LEA's. Although the DCE functions as a school district, recognition of its status as an LEA had been inconsistent.

The legislation was supported by the Superintendent of Public Instruction of the Virginia State Department of Education; the Attorney General's Office; the Office of Public Safety; and the Governor and was passed by the 1990 Virginia General Assembly. The enactment of this legislation will provide the DCE with additional funds, general and non-general, for which it is currently not eligible. The DCE will now be eligible to participate in Department of Education general fund LEA initiatives and could increase the state's share of federal funding in those instances in which the total head count of eligible students generates more federal funds.

As a result of reduced hardware and software costs afforded by LEA status, the DCE will be able to improve its educational program services to incarcerated youth and adults by expanding computer-assisted instructional opportunities. Federal funding entitlements for vocational education should be increased and will facilitate program expansion and upgrades. In addition, eligibility for federal drug education monies will enable improvement of the current social skills program in the youth schools.

Note: See Appendix A for revised copy of DCE Enabling Legislation.

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 20 major adult correctional facilities, 7 youth learning centers, and 19 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.

During fiscal year 1990-1991, the DCE schools were divided into three regions, two covering the adult schools and one for the youth schools. There was 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 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.

As of September 1, 1991, the DCE will have four administrative divisions--three adult regions and one youth region. The addition of a third regional director and the new field locations will allow for closer supervision of and greater assistance to each school program.

In compliance with Virginia's compulsory education laws, all youth offenders must attend school. DCE Youth schools are accredited by the Virginia Department of Education as alternative schools. Enrollment in DCE adult school programs is voluntary. The adult schools award Literacy Incentive Program Certificates, General Education Development (GED) diplomas and Virginia State Department of Education Trade and Industrial certificates.

The DCE schools operate on a trimester system with 1 week per trimester devoted to staff training. The trimester training weeks were established with the cooperation of the Department of Corrections (DOC) and the Department of Youth and Family Services, allowing DCE to suspend school operations for 3 weeks out of each year. The training weeks provide time for staff development activities, teacher interaction and collaboration, and student testing.

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.



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.

"When I came in, I couldn't read a lick. Now I'm reading pretty good. If I can learn, anybody can."

A DCE Literacy Incentive Program Student

████████████████████

"...All you have to do is decide what you want to become, set a goal, and never stop working to improve yourself and you can reach your goal and even surpass it...I challenge you to work hard to be the best that you can be."

L. Douglas Wilder
Governor
Commonwealth of Virginia

- 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. Help students develop social and interpersonal skills and the self-discipline necessary to interact in meaningful and effective ways with diverse groups.
- J. Provide fine arts programs for adult and juvenile offenders.
- K. Provide opportunities for adult and juvenile offenders to be introduced to the humanities and the sciences.
- L. Provide library services for educational and recreational purposes in compliance with American Correctional Association/American Library Association Library Standards.
- M. Help students develop improved citizenship skills, including, but not limited to, the appreciation of and ability to follow rules and regulations, and the skills necessary to take responsibility for their actions.
- N. 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.
- O. Provide special recognition for adult and juvenile offenders who participate in DCE programs.
- P. 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 school improvement activities designed to improve the quality of teaching and learning. These renewal activities include the objectives listed below.

- A. Develop and review annually Exit Outcomes for students in adult and juvenile schools.
- B. Develop and implement building-level action plans to improve the conditions of teaching and learning in adult and juvenile schools.
- C. Conduct periodic, systemwide, internal program evaluations.
- D. Conduct periodic, systemwide, external evaluations.

- E. 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

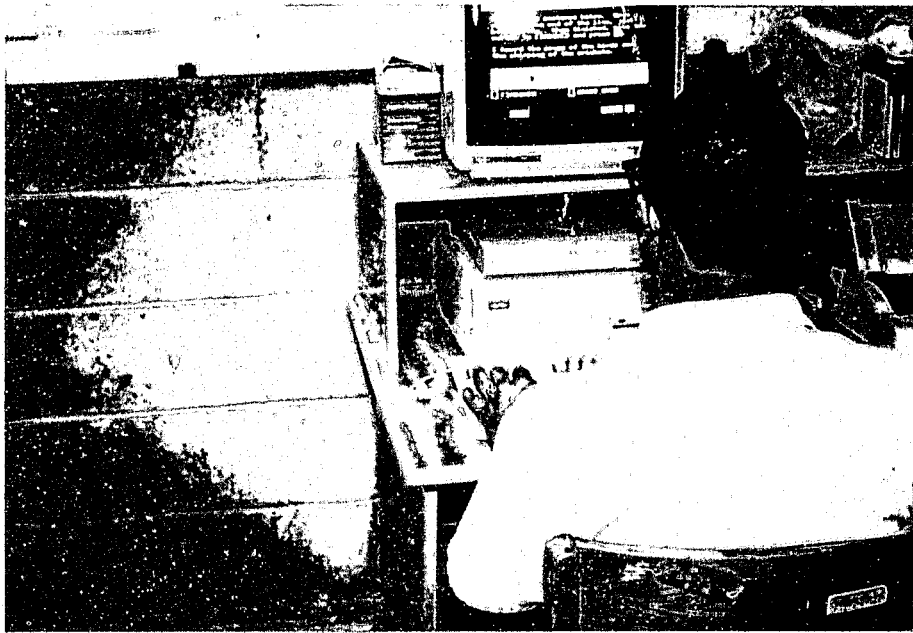
Maintain and foster a cooperative relationship with DOC and DYFS staff and work with them in achieving the aforementioned goals.

PILOT SHOCK INCARCERATION PROJECT INVOLVES DCE

In fiscal year 1991 the Virginia General Assembly passed legislation sponsored by the Virginia State Crime Commission, to develop and implement a shock incarceration program for certain non-violent, first-time offenders. This program is popularly known as "Boot Camp" and follows the military Boot Camp model. A 90-day period of incarceration is followed by a specified period of closely supervised probation. Probationers who are sentenced to "Boot Camp" are given a suspended prison sentence which they must fulfill if they do not successfully complete the probation program.

The former Youthful Offender Center, located at the Southampton Correctional Complex, was selected as the site for the "Boot Camp." Youthful offenders were transferred to St. Brides, and modifications were made at Southampton to prepare for the probationers. Concrete slabs were poured to provide areas for close order drill; treatment programs were established, and the school program was modified.

Because the probationers are incarcerated for only 90 days, the educational emphasis is on academics and vocational assessment. Each platoon attends school for 2 hours per day. The first platoon graduated on July 12, 1991. The program is still quite new; therefore a formal evaluation has yet to be conducted.



**DEPARTMENT OF
CORRECTIONAL
EDUCATION
PROGRAMS**



DCE Programs

The Department of Correctional Education provides academic, vocational, special education, and social skills 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, Chapter 1 (social skills), and Transition 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 B-F.

Adult School Academic Programming

The Adult Basic Education (ABE), General Education Development (GED), and Literacy Incentive Program (LIP) comprise DCE's academic programming offered 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 implement three components: *mutual planning; individualized instruction supplemented with group discussion; and mutual evaluations.*

FISCAL YEAR HIGHLIGHTS - ADULT SCHOOLS

1. Reorganization of Academic Program Classification

In 1989, the General Assembly passed House Bill 1493 which raised the minimum eligibility level for inmate participation in LIP from the 6th grade to the 8th grade reading level and broadened the definition of literacy to include "functional literacy" (reading, writing, comprehension, arithmetic, and life skills.)

To meet the HR Bill 1493 mandates, the DCE Academic Program needed certain changes. A committee comprised of teachers, school administrators and central office staff was formed to study the proposed changes which included

- changing the curriculum for LIP classes (Formerly, the LIP curriculum was focused only on fundamental reading skills. Math and life skills instruction were delayed until students moved into ABE classes. Under the new legislation, the LIP curriculum should cover the same content as the ABE curriculum.)

The school at Bon Air Learning Center added a post-GED class this year to its academic offerings. This class provides students with continued education in language arts and math and also includes studies in the areas of science and social studies.

- changing class structures (LIP classes now absorb the majority of the ABE population although schools continue to offer classes and assign teachers for LIP, ABE and GED.)
- defining teacher roles and assignments (Expansion of LIP means that most teachers classified as ABE and even GED are working with LIP students.)

Results from the study will be shared with the Governor and the Office of Public Safety. Based on their input and recommendations, changes to the academic program should be implemented by winter of 1992.

2. **Adult School Academic Curriculum Development**

In an effort to develop an academic curriculum for the DCE adult schools, a curriculum task force was organized and began the process of curriculum development by (1) studying other state's curriculum guides; and (2) planning for DCE teacher involvement in developing an agency-wide curriculum. This initiative will continue into 1991-92 with the completion goal set for Spring 1992. Once the adult school curriculum is completed, a similar process will begin for the youth schools.

Every effort is being made to include previous curriculum work initiated at the University of Virginia. Plans are also underway to include a Management Information Systems (MIS)

component in order to establish a central office data clearinghouse for curriculum information.

3. **Development of Life Skills Curriculum**

With the assistance of the Deputy Secretary for Public Safety and Virginia State University, the DCE endeavored to meet the expanded definition of literacy--resulting from the passage of HB 1493. Because of this mandate, the literacy program must include a life skills component, and efforts were initiated at the Chesterfield Work Release Center to implement a more comprehensive curriculum in that area.

The innovative approach taken includes such techniques as transactional analysis, role-playing, cooperative group learning, and decision-making exercises. These activities have exciting implications for state-wide implementation in the DCE academic curriculum initiative.

4. **Academic/Vocational Linkages**

In an effort to combine academic instruction relevant to vocational trade-related skill competencies, during fiscal year 1990-1991, DCE schools were offered mini-grants to begin academic/vocational linkage projects. The schools at Buckingham and Greensville submitted winning proposals and were awarded special funds for program development totaling \$1,300.

In addition to the mini-grants, trimester in-service workshops were offered to assist the process of developing academic/vocational linkages state-wide. As a result of this workshop series, an academic/vocational teachers' committee was organized in the Western Region.

To encourage public interest in books, reading, and libraries, 1991 was declared by the Librarian of Congress as *The Year of the Lifetime Reader*. Over 75 national civic and educational organizations, professional associations and labor unions used *The Year of the Lifetime Reader* as a theme during 1991. The DCE took advantage of this theme and encouraged its schools to discuss and support the importance of reading. Suggestions were sent to each school, and technical assistance relating to special reading activities was provided by the DCE Reading Specialist.

This year, Dabney S. Lancaster College agreed to provide services to Augusta and Staunton Correctional Institutions when the previous community college connection had to be severed because of budget constraints. The two colleges worked together to facilitate the transfer of services.

Efforts are underway to implement pilot programs in major adult institutions, field units, and youth schools.

As the DCE continues to develop academic/vocational linkage projects, special assistance will be provided by the Woodrow Wilson Rehabilitation Center (WWRC) in Fishersville, Virginia. The WWRC has several years experience in developing trade-related academic competencies for a multi-handicapped student population and has won national recognition for its work.

Post-Secondary Programs

During fiscal year 1990-1991, 11 colleges provided post-secondary programs in 17 major adult institutions. Students are responsible for tuition and books, and federal Pell Grants are available to eligible inmates for purchase of these materials.

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

During this fiscal year, a new *Memorandum of Agreement* was completed between the DCE and several community colleges. In addition, many 4-year institutions developed proposals for implementing new or expanded programs. Other collaborative efforts such as staff development programs and submission of joint grants are being explored. The following are a few current initiatives.

The Mary Baldwin Program

During FY 1989-90 the DCE and Mary Baldwin College began a 4-year pilot project for the female offender population 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.

Seven courses were offered in the Fall 1990 semester, with 34 students enrolled and 32 enrollees successfully completing that semester. Ten courses were offered in the Spring of 1991. Forty-two students enrolled, and 37 enrollees successfully completed the semester.

Mary Baldwin provides each student with a \$2,200 annual scholarship. In addition, the students receive federal financial aid through the federal Pell Grant process.

New Collaborative Efforts

1. An interagency task force representing DCE and Southside Virginia Community College met to plan for college program development at Greensville Correctional Center.
2. Keen Mountain Correctional Center developed a college program with Southwest Virginia Community College and currently offers three courses.
3. Brunswick Correctional Center, in conjunction with St. Paul's College, began development of a 4-year program which will provide inmates an opportunity to earn a baccalaureate degree during their incarceration.

Youth School Academic Programming

Academic programs in the DCE Youth Schools are accredited by the Virginia Department of Education, and students receive transferable credit upon returning to their home schools. DCE youth schools offer a core curriculum similar to that found in Virginia's middle and secondary schools. This curriculum

includes instruction in math, language arts, health/physical education, special education, reading, social studies/social skills, and fine arts. A GED program is also offered in some youth schools.

FISCAL YEAR HIGHLIGHTS- YOUTH SCHOOLS

1. Academic/Vocational Linkages

Two instructors from Hanover Learning Center attended a week-long Institute sponsored by the Virginia Department of Education. Held at Old Dominion University, the training focused on the development of academic and vocational curriculum linkages. Using the knowledge and skills gained at the Institute, the instructors will help train other DCE teachers in developing linkages.

2. Training Trainers Manual Completed

A comprehensive manual/guidebook focusing on how to incorporate cooperative learning in the classroom was completed and distributed to DCE teachers specially trained in this area. Completion of the manual represented an intensive, year-long effort to train teachers in cooperative learning and to provide them with the tools to train other agency teaching staff. During FY 1991-92, a similar process will take place in the area of Mastery Learning. This manual should be ready for distribution by Spring 1992.

3. Education Technology

On-site computer assistance and training were provided to all of the youth schools and 14 adult facilities. Technical assistance

helped staff increase computer literacy skills, develop data management systems, and improve software evaluation techniques.

A computer software committee was formed to develop a tool with which to evaluate the quality of software used in the classroom. To date, 15 teachers from six adult and two youth schools have evaluated 58 programs. The list of programs is maintained in a database in the Central Office and is available to teachers upon request.

4. Computer Labs and Educational Technology

A. An integrated computer lab from Jostens Learning Corporation was piloted and purchased for Hanover Learning Center. The lab includes computer hardware and software demonstrated to be effective in increasing the academic skills and improving the behavior of students.

B. Buckingham Correctional Center is set to implement a pilot program via Wicat Integrated Learning Systems. Wicat Systems offers over 2,000 hours of instruction and 17,000 activities which will be used to enhance the teaching of courses from basic literacy to GED.

C. The use of computer authoring systems, which enable teachers to create their own computer programs, is being investigated. These authoring systems promise to provide relatively low cost, high quality programs that teachers can create without prior computer programming training. It is envisioned that

The school at Hanover Learning Center has established a successful school-business partnership with Pizza Hut in Ashland, Virginia. Through this partnership, Mr. Lee Lewis, Manager of Pizza Hut, provides Honor Roll and Good Citizenship students with a pan pizza and drink. Students selected for the Honor Roll must have a grade of "A" or "B" in each of their six subjects. For a citizenship nomination, the student must have had no offenses during the 8 week grading period, and must be judged helpful, polite, and respectful to peers and staff. Good Citizenship students must receive five out of a possible six votes from their respective teachers in order to be selected. Mr. Lewis feels that the accomplishments of the Hanover students are important for them and for their community..."*They are our future....*"

authoring systems will integrate teacher-created computer programs into school curricula.

LIP students. Incentives offered to eligible inmates who enroll in LIP include institutional pay to attend school, the opportunity to earn maximum good conduct allowance, and inclusion of program participation and achievement levels in the records submitted for review by the Parole Board.

The LIP instructional program includes reading, writing, comprehension, math computation, and a basic life skills curriculum. Instruction is individualized and is supported by the use of trained inmate literacy aides and community volunteers.

Program Expansion and Relocations

At the close of the previous fiscal year, 19 major institutions and 12 field units served as LIP sites. Although there are no changes in the net number of LIP sites, there have been several changes in program locations due to the closure of the Virginia State Penitentiary and Deerfield Correctional Center and the conversion of the Youthful Offender Center into the Southampton Intensive Treatment Center.

New facilities serving as LIP sites include Keen Mountain, and Greenville Units B and C. Haymarket Field Unit 26 has been closed, but a LIP program has since been opened at Halifax Field Unit 23. Present LIP enrollment is 1,762 compared to 1,368 in June 1990. In addition, 1,657 more inmates are eligible for LIP than in the last fiscal year indicating a need for further program expansion.

Texts, Materials, and Resources

A pilot study of the "Pacemaker Practical English and Practical Arithmetic" series, published by Fearon Education, was completed in September 1990 at Botetourt Correctional Unit #25. These materials--designed for adults to develop the communication and computational skills necessary for independent living--

6. Multicultural Education

Multicultural Education programs culminated with an agency-wide Black History Contest. Over 20 DCE schools representing youth, adult, and field unit programs participated by having a variety of displays, guest speakers, and activities.

The first place winner, St. Brides Correctional Center, was awarded a \$500 budget supplement to be used to further promote and enhance the facility's Black History resources. Second place was awarded to Oak Ridge Learning Center, which received a \$200 budget supplement. Other participating schools were recognized for their individual achievements and contributions to the Black History Contest.

The Literacy Incentive Program

The Literacy Incentive Program (LIP) is a functional literacy program which provides adult inmates the opportunity to develop the skills necessary to function independently in society. LIP was initiated in 1986 by former Governor Gerald Baliles. The program was recognized by The Council of State Governments in 1988 for its innovation and excellence. In 1989 the Virginia General Assembly passed House Bill 1493 which codified the program and increased the cut-off score for program eligibility from the 6th to the 8th grade, e.g., the LIP program now provides services to students functioning between 0 and 8th grade.

The LIP program is a cooperative effort of the DCE, which provides the staff and instructional services; the DOC, which provides space and the incentives; and the Parole Board, which gives consideration to successful

A new academic/vocational program for juvenile serious offenders with long-term commitments has been designed at Beaumont Learning Center.

Beaumont held its first Annual Creative Arts Competition this last year. Students submitted entries in (1) poetry; (2) drawing, painting, and sculpture; and (3) prose.

Three winning entries were chosen in each category, and the winners received prizes.

All entrants received Certificates of Recognition.

were found to be effective and have been placed on the recommended list of materials for the Literacy Incentive Program.

In November 1990 the Richmond Newspapers, Inc. renewed a grant to the Literacy Incentive Program through the Literacy Volunteers of Virginia Institutions. Valued at \$5,000, the grant served 21 facilities, providing newspapers as well as teacher and tutor training in support of LIP's emphasis on life skills development.

Scheduling

A pilot study of an alternative scheduling plan for use with Literacy Incentive Program inmates in field units was conducted at Smith Mountain Lake, Unit 24. By redistributing required instructional time over a 2-week period and alternating class days with work days, inmates were able to attend school and participate in road work. An analysis of the participating students' TABE scores for the experimental trimester indicated strong positive growth. Additional benefits of this plan were that it reduced inmates' idle time, provided an opportunity for them to increase their incomes, and enabled enlargement of the road work pool by 20 inmates per day.

Staff In-Service Training

Professional development opportunities were offered throughout the year. These included instruction in "Using the Newspaper to Teach Reading" and training in the "Effective Use of Inmate Tutors."

Program Success

Program success is illustrated by the following:

1. During the last fiscal year, 4,164 students were enrolled in LIP, and 645 inmates completed the program.

2. Since the inception of LIP, 1,996 inmates have completed the program.
3. One hundred seventy-six inmate literacy aides were trained as classroom tutors to provide additional one-to-one instruction to LIP students reading below the 4th grade level.

Future Directions

1. DCE must review issues related to assessment of adult student performance assessment in the Literacy Incentive Program and develop an appropriate, comprehensive testing/assessment program which is consistent with the mandate to assist Virginia's incarcerated adults in achieving functional literacy.
2. The Literacy Incentive Program Policies and Procedures Manual and the Inmate Literacy Aide Manual will be revised.
3. DCE will conduct public relations activities which facilitate the sharing of the Literacy Incentive Program philosophy, design, and implementation strategies with national and state legislators, correctional educators, adult literacy professionals, and the media.

VOCATIONAL AND APPRENTICESHIP PROGRAMS

Vocational Programs

Vocational programs are currently offered in 19 major adult facilities, 5 field units, and 6 youth facilities. At the end of fiscal year 1990-1991 a total of 96 programs were in operation (30 in the youth facilities, 66 in the adult facilities). These programs cover 38 different areas of instruction, including such diverse trades as business applications, health fields,

The DCE continues to receive donations for the Literacy Incentive Program. Virginia Union University and Westminster-Canterbury Center have donated a large number of books and magazines to the program. Donations have also been received from Commonwealth College Book Store, Paperback Ink Bookstores, and Bobbi's Book Nook of Highland Springs. These donations are valued at over \$4,000.

The St. Brides Auto Mechanics trade has acquired a computer, which along with some additional tools and equipment, has made it possible for students to conduct automated diagnostic evaluations on vehicles. This Automated Diagnostic Service not only is a timesaver, but an essential learning tool for bringing students up-to-date with today's technology.

Real life projects at Appalachian Correctional Unit allow vocational students to demonstrate and practice the skills and competencies learned in the program. During the last year, DCE welding students fabricated and constructed several pieces of security equipment for the institution, including gates and tool boxes worth several thousand dollars.

building trades, and food preparation. The programs provide a wide range of choice to adult and juvenile offenders who desire vocational training.

All vocational curricula are competency-based. This allows the open entry/open exit system to function based on the student's ability to achieve and allows each student to learn at his/her own pace. Students in the adult system learn competencies recognized as being required for entry level employment. Competencies are revised as necessary to keep programs up-to-date with regard to changes in technology, products, and trade practices.

Students in the youth schools are provided more of a pre-vocational approach since the shortness of sentences does not allow for the extended training needed to develop job skills to the degree permitted with adults. The young age of many of the juvenile offenders also makes choosing a vocation unrealistic. With the current likelihood of extended sentences, however, more youth may be afforded an opportunity to make vocational choices and develop employment skills.

Academic Vocational Linkages

The focus that the Carl Perkins legislation has placed on academic/vocational linkages has reignited interest in developing linkages at individual schools. A committee from the southwestern part of the state has begun developing plans and lessons to promote closer ties between academic and vocational teaching. In addition, funds were provided for three projects at Greenville and one at Buckingham.

As the programs are developed and tested, reports will be made available to other schools. Information is also filtering in on many informal arrangements between academic and vocational teachers which promote student success and achievement.

New Programs

1. The opening of Greenville and Keen Mountain will add 20 new programs by the end of next year. These include

<u>Greenville (Unit A)</u>	<u>Greenville (Unit B)</u>
Printing	Appliance Repair
Commercial Arts	Barbering
Video/TV Production	Upholstery
Computer Applications	Electricity
Cabinet Making	Computer Aided Drafting

<u>Greenville (Unit C)</u>	<u>Keen Mountain</u>
Carpentry	Commercial Arts
Floor Covering	Electricity
Masonry	Masonry
Micro-Computer Repair	Computer Aided
Plumbing	Drafting
	Plumbing

2. A new Vocational Assessment/ Instructor position was established at the Southampton Intensive Treatment Center (SITC). The probates are at SITC for approximately 90 days. During that time they receive a vocational evaluation as well as specific training related to development of job seeking and general employability skills.
3. Computer-Aided Drafting (CAD) programs were added to James River Correctional Center and Pocahontas Unit #13.
4. New vocational programs are under development for Powhatan and the Virginia Correctional Center for Women (VCCW). The DOC has vacated the kitchen in the staff building at VCCW and has given the space and some of the equipment for use by DCE. This will allow for instruction in both food preparation and restaurant management. The food service program began operations in August 1991.

5. At Powhatan a printing program is being planned which will provide a linkage with the facility's Enterprise printing operation. Students will be able to advance their skills with continued work in a production setting. This program is scheduled to begin operation by the winter of 1991.

Apprenticeship Training

The DCE Apprenticeship Program offers an opportunity for students to advance their basic vocational skills by working in a job setting under the supervision of a skilled person. Students also receive related academic instruction to further their general knowledge as it applies to a specific trade. Apprenticeship opportunities exist through Enterprises, facility maintenance, and some vocational programs that have sufficient live work to provide an extended work experience.

Approximately 200 apprentices were actively enrolled in the Apprenticeship Program during the 1990-1991 school year. Thirty-four students completed the requirements of their program (Most programs require 2 to 4 years to finish.) Those students who complete their apprenticeship training receive a certificate from the Department of Labor and Industry. When a student looks for employment, up to 75 percent of the time they served in the apprenticeship program can be granted toward actual apprenticeship training with an employer.

Unfortunately, changes in the distribution of federal funds to support the related instruction component of the apprenticeship program have placed the continuation of the program in jeopardy. The DCE has been notified that it will receive no federal funds for related instruction next year. As a result, related instruction was suspended mid-June of 1991 since money was not available to pay instructors.

Vocational Program Upgrades

This year \$150,000 was appropriated to update equipment in the automotive, welding, electricity, and electronics programs. Automotive programs received new engine analyzing equipment; welding programs received plasma cutters; and electricity and electronics programs in the adult schools received computer-assisted instructional packages.

DCE Full-Time Equivalent (FTE) Program Capacities

The Department of Correctional Education has used full-time equivalent capacities in its adult school programs since fiscal year 1988-1989.

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. A full-time enrollment is a student who attends class 6 hours per day, 5 days per week.

The chart on the following page lists the capacities for each adult institution for the 1990-1991 fiscal year.



At Bland Correctional Center, students in the masonry program constructed a block wall in the academic learning center in order to create two self-contained classrooms. Building trades students then installed windows and completed the trim work.

The carpentry class at Staunton Correctional Center completed its first project--an outdoor storage shed. Additional projects, covering all carpentry competencies are upcoming.

FTE CAPACITIES: ADULT SCHOOLS

<u>DCE ADULT SCHOOLS</u>	<u>ACAD FTE'S</u>	<u>VOC FTE'S</u>	<u>TOT FTE'S</u>
Appalachian	16	34	50
Augusta	74	48	122
Bland	48	40	88
Brunswick	42	76	118
Buckingham	47	44	91
Deep Meadow	10	--	10
Deerfield	12	--	12
Field Units			
Greensville*	48	20	68
Harrisonburg	40	8	48
James River	12	40	52
Keen Mountain	39	24	63
Marion	41	--	41
Mecklenburg	60	20	80
Nottoway	54	44	98
Powhatan	68	18	86
Southampton	76	64	140
Staunton	75	58	133
St. Brides	71	90	161
VCCW	48	45	93
Total FTE's Major Inst.	881	673	1,554
Total FTE's Field Units	514	55	569
TOTAL FTE ADULT SCHOOLS	1,395	728	2,123

* Capacities for the second two Greensville Units have not yet been established.

Student 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 1990-1991.

**Average Monthly Population Available for Participation in DCE Programs
Fiscal Year 1990-1991**

<u>ADULT FACILITY</u>	<u>INMATE POPULATION</u>
Appalachian	135
Augusta	1,019
Bland	565
Brunswick	570
Buckingham	732
Field Units	2,188
Deep Meadow	128
Deerfield	220
Greensville C	607
Greensville B	655
Harrisonburg	119
James River	386
Keen Mountain	589
Marion	146
Mecklenburg	343
Nottoway	1,017
Powhatan	742
Southampton	470
SITC	29
St. Brides	388
Staunton	683
VCCW	505
Total Avail. Pop.	12,236
(80% of total adult inmate population of 15,121)	

<u>YOUTH SCHOOL</u>	<u>POPULATION</u>
Barrett	111
Beaumont	211
Bon Air	67
Hanover	151
Natural Bridge	63
Oak Ridge	37
Total Avail. Pop.	640
(100% of total youth population)	

In fiscal year 1990-91, the average monthly adult inmate population was 15,121. Of this number, 12,236 were available to enroll in DCE programs. This is an increase over the previous year average available adult inmate population of 11,445.

Adult School Enrollment as a Function of Inmate Population Fiscal Year 1990-1991

Total Average Monthly Inmate Population	15,121
Monthly Average Available Inmate Population	12,236
Monthly Avc. Academic Enrollment	3,312
Percent of Total Population	21%
Percent of Available Population	27%
Monthly Average Voc. Enrollment	1,251
Percent of Total Population	8%
Percent of Available Population	10%



Enrollment in adult school programs has increased slightly during the last fiscal year. Academic enrollment rose from 2,644 in FY 1989-1990 (23% of available population) to 3,312 (27% of available population). Vocational enrollment rose slightly in number from 1,057 in FY 1989-90 to 1,251 in FY 1990-1991. Students who enrolled in vocational programs comprised 10 percent of the available population compared to 9 percent last year.

With decreased funding available for apprenticeship programs, and the elimination of related studies funds, enrollment in that area dropped from 227 to 173 on a monthly basis, but remained at approximately 1 percent of the available population. College enrollment, on the other hand, increased from 505 students in FY 1989-90 (4% of available population) to 623 students (5% of available population) in FY 1990-1991.

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 DCE Modular Building Project

The first of three planned modular buildings was completed in the fall of 1990, and dedication of the building was held in November. The first building is currently being used as the Electrical Trades vocational shop at St. Brides. Two additional buildings are now in the planning stages. Because these two buildings will need to be moved from St. Brides to a different location--and be moved over the security fence, the building design requires modification. The tentative plan is to ship the buildings to the Pulaski and Baskerville Correctional Field Units in order to provide badly needed classroom space.

Inmates who have participated in this special program have taken a great deal of pride in both a job well done and in helping provide educational space for their fellow inmates. The participants were gratified by the attendance of many outside guests at the November dedication ceremony, which included representatives from the Office of Public Safety, the Department of Corrections, and the DCE School Board, among others. The modular building program has had many benefits in addition to providing relatively inexpensive program space. It has provided excellent trade skills to participants, increased their self-esteem, and fostered even deeper cooperation between the DCE and the DOC.

Average Program Enrollment*

(Fiscal Year 1990-1991)

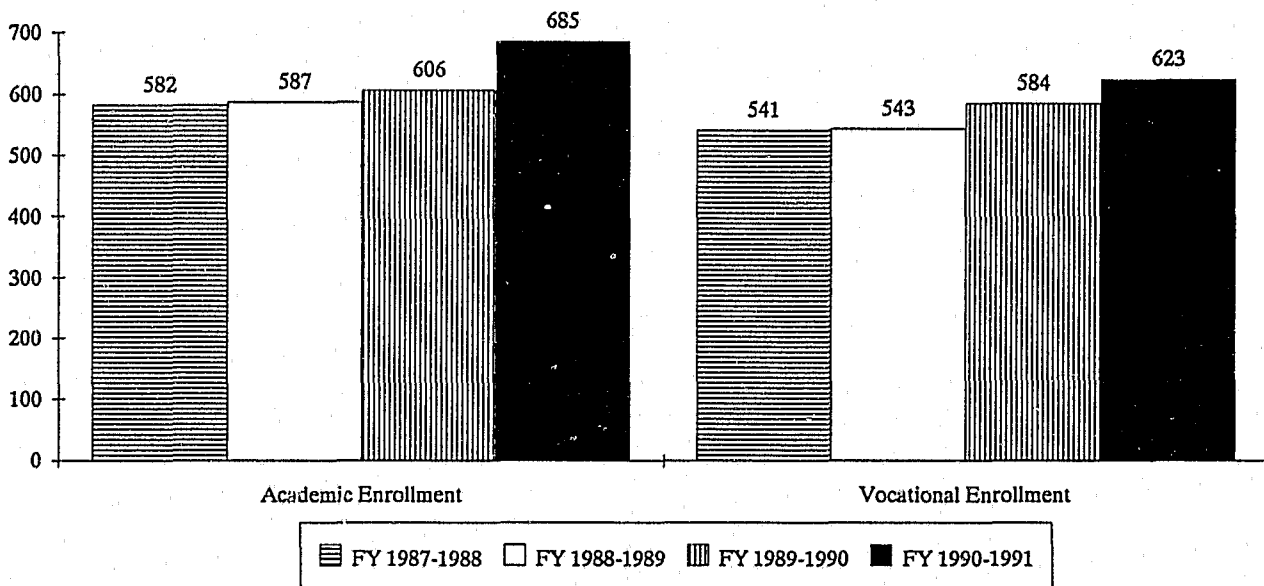
	<u>ACADEMIC ENROLLMENT</u>	<u>VOCATIONAL ENROLLMENT</u>	<u>TOTAL ENROLLMENT</u>
ADULT SCHOOLS			
Appalachian Correctional Center	60	56	116
Augusta Correctional Center	226	87	313
Bland Correctional Center	120	77	197
Brunswick Correctional Center	135	82	217
Buckingham Correctional Center	197	89	286
Correctional Field Units	866	116	982
Deep Meadow Correctional Center	32	0	32
Greensville Correctional Center	153	9	162
Deerfield Correctional Center	43	0	43
Harrisonburg Correctional Center	158	14	172
James River Correctional Center	50	90	140
Keen Mountain Correctional Center	77	44	121
Marion Correctional Treatment Center	75	26	101
Mecklenburg Correctional Center	36	32	68
Nottoway Correctional Center	188	83	271
Powhatan Correctional Center	152	18	170
Southampton Correctional Center	143	109	252
Southampton Intensive Treatment Center	21	0	21
St. Brides Correctional Center	206	146	352
Staunton Correctional Center	170	101	271
VA Correctional Center for Women	204	72	276
Total Enrollment	3,312	1,251	4,563

YOUTH LEARNING CENTERS*

Barrett Learning Center	109
Baumont Learning Center	202
Bon Air Learning Center	80
Hanover Learning Center	142
Natural Bridge Learning Center	79
Oak Ridge Learning Center	37
Total Enrollment	649

* All youth are enrolled in academic and youth school programs per Virginia's Compulsory School Attendance Regulations

Average Monthly Enrollment in Youth School Programs FY 1987 - FY 1991

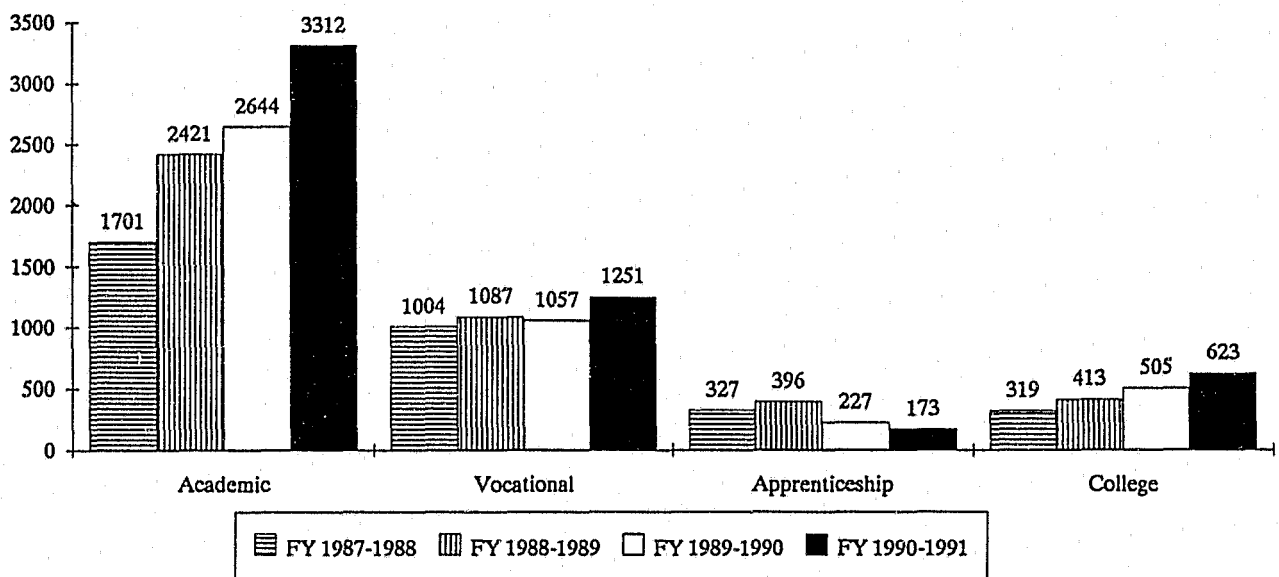


Enrollment In Other Programs*
(Fiscal Year 1990-1991)

	<u>APPRENTICE- ENROLLMENT</u>	<u>COLLEGE ENROLLMENT</u>	<u>TOTAL OTHER ENROLLMENT</u>
ADULT SCHOOLS			
Appalachian Correctional Center	0	23	23
Augusta Correctional Center	12	24	36
Bland Correctional Center	3	23	26
Brunswick Correctional Center	40	45	85
Buckingham Correctional Center	14	30	44
Correctional Field Units	0	47	47
Deep Meadow Correctional Center	0	0	0
Deerfield Correctional Center	3	22	25
Greensville Correctional Center	0	0	0
Harrisonburg Correctional Center	0	0	0
James River Correctional Center	8	62	70
Keen Mountain	0	0	0
Marion Correctional Treatment Center	0	0	0
Mecklenburg Correctional Center	18	55	73
Nottoway Correctional Center	14	44	58
Powhatan Correctional Center	17	62	79
Southampton Correctional Center	17	54	71
Southampton Intensive Treatment Center	0	0	0
St. Brides Correctional Center	13	59	72
Staunton Correctional Center	8	14	22
VA Correctional Center for Women	6	59	65
Total Enrollment	173	623	796

* Apprenticeship and College programs, although administered through DCE, are not included in the academic and vocational enrollments 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 2-year colleges and universities.

**Average Monthly Enrollment in Adult School Programs
FY 1987 - FY 1991**



The school at Natural Bridge Learning Center initiated and completed a 7-month long pilot project designed to evaluate the effectiveness of using computer-assisted instruction within a juvenile correctional setting. In April an evaluation of the project was submitted to the DCE Superintendent. The evaluation reflected the extreme success of the project and included a recommendation for purchase of the system.

Program Completions

During fiscal year 1990-1991 a total of 2,990 adult school program completions were recorded. This is a slight increase over the 2,920 completions recorded the previous fiscal year. Completion statistics would probably be higher except that several major institutions closed during the last fiscal year (Deerfield, the State Penitentiary, and the Youthful Offender Center), and the new programs now in operation at Greenville and Keen Mountain did not begin operation until midway in the fiscal year.

Youth school completions--a total of 391 for this fiscal year--have decreased substantially in the vocational area from the previous fiscal year. The reason for this decrease is that Certificates of Credit, awarded for partial course completion, are no longer being recorded as completions. This will provide a more accurate count of individuals who have fulfilled the requirements of an entire training program. GED's in the youth schools have increased, however, from 124 in FY 1989-1990 to 186 during this fiscal year, a 50 percent increase.

Adult School Completions

LIP	514
ABE Level 1	722
ABE Level 2	116
ABE Level 3	159
Pre-GED	34
GED	435
College	40
Vocational Completions	938
Apprenticeship	32
Total Number of Completions	2,990

Adult Vocational Completions by Course

Auto Body Repair	38
Auto Mechanics	50
Building Maintenance	52
Building Trades	21
Carpentry	63
Climate Control	34
Climate Control/Electricity	17
Food Service	25
Cosmetology	17
Drafting/CAD	39
Drywall	30
Electricity	32
Electronics	14

Floor Covering	31
Furniture Refinishing	23
Industrial Maintenance Mechanic	6
Masonry	87
Office Services	38
Plumbing	47
Printing	29
Sheet Metal	27
Shoe Repair	49
Small Engine Repair	33
Upholsterer	23
Water/Wastewater Treatment	10
Welding	103
Total Number of Completions	938

Adult Apprenticeship Completions by Course

Auto Mechanics	1
Baker	2
Building Maintenance Mechanic	2
Carpenter	2
Cook	8
Furniture Upholsterer	2
Industrial Maintenance Mechanic	1
Maintenance Carpenter	1
Maintenance Electrician	9
Offset Press Operator	1
Plumber	1
Shop Tailor	1
Welder	1
Total Number of Completions	32

Youth School Completions

GED	115
Vocational Completions	276
Total Number of Completions	391

Youth Vocational Completions by Course

Auto Body Repair	7
Auto Servicing	67
Building and Residential Cleaning	7
Building Maintenance	10
Electricity	26
Fast Foods	36
Food Service	8
Masonry	28
Nurse's Aide	46
Occupational Child Care	5
Office Services	5
Painting	6
Small Engine Repair	5
Technical Education	20
Total Number of Completions	276

SPECIAL PROGRAMS

Special Education Programming

Special Education programs are in an expansion mode in DCE as services are being increased to better meet the needs of handicapped students assigned to adult and juvenile facilities operated by the Department of Corrections and the Department of Youth and Family Services. The DCE Strategic Plan for exceptional students notes that by 1996 all school programs will have a special education endorsed instructor to serve as a resource for students and instructors. Also, diagnostic and evaluation services are being increased in the adult reception centers to meet the mandates of Section 504 of the Rehabilitation Act.

During fiscal year 1990-1991, Special Education programs offered at the six learning centers provided the following placement continuum and services:

- Self-contained and resource classes,
- 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 of the evaluator.

Youth are diagnosed relative to their needs for special education services as a part of the classification service. Upon being sent to a learning center, an individual education plan (IEP) of instruction

is developed. Adult students are sent to a facility which provides special education services.

FISCAL YEAR HIGHLIGHTS

1. Surrogate parents were recruited by the DCE Volunteer Program to serve juvenile special education students.
2. Special Education program staff developed and implemented an Advocacy Workshop for Transition Specialists.
3. Diagnostic and evaluation services in the adult programs were improved by the development of a special education component at Deep Meadow Correctional Center, staffed by a Special Education Coordinator, and an Instructor.
4. A Special Education Recruitment Workshop was implemented at Longwood College and a special education internship program was initiated.
5. The Council for Exceptional Children (CEC) Standards were revised for use as an evaluation instrument for DCE Special Education programs.
7. In-service training was provided to DCE staff on issues relating to Section 504 of the Rehabilitation Act and P.L. 94-142.
8. The DCE Special Education Division assisted Department of Education staff in developing a service delivery model to provide special education programs in the Virginia jail system.

1989-1990 Special Education Evaluations

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

In May 1991 staff at Harrisonburg Correctional Unit participated in a training workshop "Effective Communication with Handicapped Offenders." The workshop focused on the characteristics and behaviors displayed by Learning Disabled, Mentally Retarded, and Emotionally Disturbed inmates. The goal of the workshop, which was sponsored by DOC, was to increase understanding of and empathy for handicapped individuals by all treatment personnel.

- Blindness
- Deafness
- Emotional Disturbance
- Hard of Hearing
- Learning Disability
- Mentally Retardation
- Multi-Handicapped
- Orthopedic Impairment
- Speech Impairment
- Visual Impairment

ADULT EVALUATIONS

Total number of adults evaluated at Southampton Reception and Classification Center	587
Number of special education referrals (broken down as follows)	75
Identified by DCE	27
Mentally Retarded	3
Learning Disabled	12
Speech and Language Impaired	1
Emotionally Disturbed	10
Deaf	1
Identified by Public Schools	25
Mentally Retarded	5
Learning Disabled	8
Emotionally Disturbed	9
Speech and Language Impaired	2
Deaf	1
Total found ineligible for services	8

YOUTH EVALUATIONS

Total number of youth evaluated	1,376
Special education referrals (broken down as follows)	511
Identified by DCE	297
Mentally Retarded	18
Emotionally Disturbed	200
Learning Disabled	74
Speech Impaired	4
Other Health Impaired	1
Identified by Public Schools	214
Mentally Retarded	22
Emotionally Disturbed	122
Learning Disabled	68
Speech Impaired	2
Other Health Impaired	0
Total found ineligible for services	46

In FY 1990-91 approximately 37 percent of youth evaluated at the Reception and Diagnostic Center were identified as in need of special education services.

Chapter I Program

The purpose of the DCE Chapter I program is to supplement the existing youth school 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 1990-1991 grant award was \$519,245. Youth school programs received \$368,519 and the adult school programs received \$150,726. These funds were used for salaries, teaching materials, travel expenses, and program evaluation activities.

During the fiscal year, Chapter I funds supported a program coordinator, a secretary, a part-time fiscal technician and 14 Chapter I teachers. The DCE operated Chapter I programs in the six youth learning centers and in four adult correctional institutions that had significant youth populations (Harrisonburg, Southampton, St. Brides, and the Youthful Offender Center at Southampton). The Youthful Offender Center has since been replaced by the boot camp program and is now known as Southampton Intensive Treatment Center. The Youthful Offender Program has been moved to St. Brides.

The Social Skills program includes instruction in personal, social, and community living skills. The curriculum enables 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 socially significant topics.

Technological advances at the Reception and Diagnostic Center have resulted in more efficient use of time and an increase in productivity. Computers have enabled evaluators to score tests and correct reports more efficiently. All data are now entered into a database rather than kept manually. This facilitates tracking of youth and generation of accurate and up-to-date statistics.

Fiscal Year Highlights

1. The Social Skills pre- and post-test revision Task Force drafted a revised testing instrument.
2. The Chapter I curriculum was presented to 75 public school teachers attending a Longwood College Summer Institute.
3. The Chapter I program was audited by the U.S. Department of Education this past year. The audit team visited the DCE Central Office as well as Barrett and Hanover Learning Centers. The auditors found DCE to be in full compliance with all federal regulations and had high praise for the program.

The DCE Transition Program

The DCE Transition Program was established on July 1, 1989. An interagency task force worked on the program for a year prior to its implementation 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 and in the adult school at Southampton Correctional Center.

Each school is assigned a transition specialist who has the responsibility of facilitating the student's transition through the learning/correctional center and back to the community. 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.

There are four phases to the transitioning process: *agency awareness, transfer of records, preplacement planning, and student follow-up.*

The comprehensive service plan addresses educational goals, treatment goals, and student placement upon release. 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 specialist facilitates his/her return into the community.

During the past fiscal year, transition specialists made the following contacts:

- 1,500 probation officers
- 626 public school guidance counselors
- 2,118 student contacts.

This year, the DCE Transition Program received the designation of *Unusually Successful Program* by the United States Department of Education. This prestigious award is presented annually to school systems throughout the United States which foster programs that significantly enhance the quality of educational services to youth. This national award was presented to the DCE during a session of the International Reading Association Convention held in Las Vegas, Nevada on May 8, 1991.

Library Services

The Department of Correctional Education provides library services to all of the adult and youth schools. The libraries in the adult institutions and the correctional field units seek to offer collections and services similar to that of local public libraries. In the youth schools, the libraries reflect junior and senior high school collections and services. All libraries provide basic reference materials and popular leisure reading. Access to a broad range of information sources is provided by a combination of interlibrary loan and local nonfiction collections.

The DCE school at Southampton Correctional Center was the first DCE adult school to implement a transition program. The primary goals of the program are (1) to teach basic survival skills to inmates nearing their release date in order to prepare for community reentry; and (2) to provide guidance and direction regarding potential employment, job training, and offender service organizations. Inmates have expressed a high level of interest in the program. The program will be evaluated for strengths and weaknesses at the end of its first year of operation, and modifications will be made where necessary.

The correctional field unit libraries each possess small popular reading collections operated by an inmate aide and supervised by a unit library coordinator. The reference collections were updated this year by the addition of a new set of encyclopedias at each unit. Periodicals and paperbacks form the major collections.

Automation of library operations remains a major focus in both the adult and youth programs. The libraries at Augusta, Greenville, Keen Mountain, Nottoway, Powhatan, St. Brides, and Staunton Correctional Centers and Beaumont Learning Center began or expanded automation projects during this last fiscal year. St. Brides is operating an automated library with all circulation records, overdue notices, and statistical reports prepared by the system. The process of data entry for retrospective conversion of library records, plus the need to train aides and library users in the new procedures while maintaining daily services pose exciting challenges to the library staff.

Opening the new libraries at Keen Mountain and Greenville (Units A, B, and C) Correctional Centers presents an opportunity to showcase modern library services. When fully operational, these libraries will have automated services including CDROM reference materials, expanded audiovisual collections, and strong nonfiction resources.

Approximately \$178,000 in Library Services and Construction Act (LSCA), Title I funds administered by the Virginia State Library and Archives assisted in supporting materials purchases by the DCE Libraries. In addition, Beaumont Learning Center was awarded \$8,556 in competitive funds to enhance the automation system. Chapter II funds assist with purchases and focus on high interest print and non-print materials.

FISCAL YEAR HIGHLIGHTS

1. Greenville (Units A, B, C) and Keen Mountain Correctional Centers began to build showcase libraries.
2. Beaumont Learning Center received an anonymous donation, in honor of Dr. Osa Coffey, in the amount of \$1,000, to be used to purchase any print or nonprint materials which directly involve "positive image development in youth."
3. To enhance purchase discounts and simplify recordkeeping, the DCE joined a library consortia, SWING, (Southwest Information Network Group).
4. Efforts to meet American Library Association/American Correctional Association standards continue. New standards are expected to be approved in 1991 necessitating changes in current documentation files.

COMMUNITY VOLUNTEER PROGRAM (CVP)

During fiscal year 1990-1991, the Community Volunteer Program's most significant measurable achievement was growth.

- *91% growth in number of Volunteers (273 last year, 523 this year)*
- *75% growth in number of Hours Given (5,405 last year, 9,450 this year) At \$10.70/hour X 9,450 hours, the total value of volunteer hours was \$101,115.*
- *252% growth in Donations (\$9,963 last year, \$35,034 this year)*

Greenville Correctional Center now operates a mobile library for over 300 inmates housed in long-term segregation, mental health, and the hospital.

Powhatan Correctional Center worked on developing more efficient filing, check-out, and cataloging systems for its library. In addition, the librarian is preparing to automate circulation.

Donation of two computers by Tidewater Computer Sales and Services have allowed the St. Brides librarian to increase library automation and to train inmates on keyboarding skills.

- 102% growth in Total Service and Donations (\$64,013 last year, \$129,534 this year)

These outstanding results were due to the time, expertise, and contributions of committed volunteers, a very active CVP Advisory Council, the dedicated efforts of the Volunteer Managers in each of the major schools including the Richmond Metropolitan Volunteer Coordinators.

During the last year, the following community groups contributed to the DCE volunteer program:

- colleges and universities
- sororities and fraternities
- state and local literacy groups
- public and vocational schools
- local community service boards
- city and state agencies
- local civic groups
- professional and service clubs
- entrepreneurs, industry and businesses
- churches and church groups
- historical groups
- political groups
- veterans groups
- entertainers, famous athletes

Services Provided by DCE Community Volunteers

The CVP grew in both the numbers of volunteers and the types of services provided. While literacy tutors comprised the largest group of volunteers, other roles which were served included the following:

- Tutors in Adult Basic Education, vocational areas, life and social skills, and pre-GED programs.
- Speakers
- Instructors (DCE, DOC, and community) in apprenticeship programs which lost funding for related instruction
- Cultural & arts presenters (i.e., drama & music groups)

- Computer assistants (programers, trouble shooters and instructors)
- College mini-course instructors
- Recreational instructors
- Academic consultants (e.g., technical advisors)
- Library assistants
- Office assistants
- Board, advisory, and task force members
- Volunteer coordinators
- Speakers' Bureau coordinators
- Surrogate parents
- Solicitors of books and materials
- Episodic or project volunteers

Interagency/Community Volunteerism Partnerships (ICVP)

The Directors of the DCE, DOC, and DYFS approved and supported the united efforts among these agencies to form volunteer community partnerships. A unique feature of these partnerships is that all of the vested groups "give and receive" for a contracted amount of time. Emphasis is on people interaction and services rather than money. Exceedingly successful in public education, community partnerships can greatly enhance agency goals.

Hanover Learning Center was selected to pilot the youth IVCP program and has begun organization and planning. Next year an adult ICVP pilot is scheduled to be implemented.

Interagency volunteerism cooperation increased in other ways. DCE and DYFS held joint quarterly Volunteer Managers Meetings and Joint DCE/DOC meetings are planned for next year.

THE DCE HUMAN RESOURCES DIVISION

It has been a challenging year for the Human Resources Division which lost its training coordinator position due to budget cuts. Through this difficult period, however, the division has been able to maintain the critical

"With increasing prison populations and decreasing funding, we must fill in with creativity and imagination, increased individual efforts and new coalitions ... Volunteers are not only a nice addition to our own efforts, but necessary and indispensable partners in our human rescue operations ..."

*Osa D. Coffey
DCE Superintendent
1990 Volunteer Recognition Ceremony
Deerfield Correctional Center*

human resource services such as recruitment, selection, policy interpretation, performance appraisal, and the processing of personnel and benefits transactions.

Personnel Statistics

As of June 30, 1991, the DCE employed 477 staff (421 permanent, full-time and 56 P-14, part-time). (See Appendices H-K for DCE organizational structure.) These can be grouped into the following categories:

Administrators	52
Academic Teachers	201
Vocational Teachers	104
Other professionals	10
Technicians	34
Paraprofessionals	16
Office Clerical	60

The location of these staff is as follows:

Central Office
Youth Learning Centers
Adult Schools
Field Units

Human Resources Management Study

At the request of DCE Superintendent, Dr. Osa D. Coffey, the Virginia Department of Personnel and Training (DPT) conducted a review of the Department of Correctional Education human resource function. The purpose of the study was to provide a baseline from which progress by the Human Resource Division could be monitored. The review identified areas that were being satisfactorily performed and those requiring improvement.

Study Methods

The DPT staff used four primary methods to evaluate the agency human resource function:

- document and file reviews,
- surveys,
- interviews, and
- site visit observations.

Information was gathered, and activities such as agency organization and staffing, agency

communications, personnel transaction processing, recruitment and selection practices, and personnel policies and procedures were evaluated.

Findings

The DPT study team identified several strengths in terms of agency human resource management. In the area of communications they commended the Superintendent's establishment of the "Teachers' Advisory Council," the publishing of the agency's quarterly newsletter, and the use of regular principals' meetings to disseminate information and provide training to those key administrators. While noting that updates were necessary, the study team also cited the formal codification of agency personnel policies in the *DCE Policies and Procedures Manual* as an effective human resource management practice. Other positive areas identified included trimester training activities, the service orientation of the Human Resources Division, and its applicant screening process.

Fifteen recommendations resulted from the study. The major recommendations were as follows:

1. *The need to create a second deputy superintendent position to reduce the current single position's large span of control. Responsibility for agency functions would be divided between the two positions based on whether they were "mission-related" or "support" functions.*
2. *The re-establishment of three adult school regions rather than the current two in order to improve supervision and communications. The study team suggested that three regional directors be assigned to offices within selected school facilities who would*

The DCE School at Beaumont has initiated a Shop Foreman Program to encourage and recognize leadership, effort, and class completions. Students who complete their shop and receive a recommendation from their instructor may apply for this position through the Honor Job Program. Students in the program not only have the opportunity to develop management skills but receive advanced training in the vocation in which they are working.

regularly attend school faculty meetings and visit all teachers in their region at least once a year.

reallocated. They pointed out that under DPT policy all position descriptions should be reviewed at least once every 2 years to ensure that positions are properly classified.

3. *The improvement of communications between principals and their teachers.* The study team suggested that all schools have staff meetings at least monthly and that the school's Teacher's Advisory Council representative regularly report to the rest of the school staff on Council meetings.

8. *The provision of continued training in human resource management.* The training recommended included such areas as equal employment opportunity and affirmative action, employee selection practices, and personnel policies.

4. *The addition of at least two human resource positions.* Based on a staffing ratio used by the federal Department of Labor, the Human Resources Division should have three additional positions. The two most critical needs cited were a training coordinator and a personnel assistant.

The DPT study has provided clear direction for the efforts of the Human Resources Division. In the next fiscal year the Division will implement as many of these recommendations as feasible given staffing and budget constraints.

Trimester Training

Although an agency-wide conference was not feasible due to budget constraints, the April 1991 Trimester Training was very successful.

5. *The development of a formal orientation program for new employees.* The proposed orientation program would include a general overview of the agency, and would provide new teachers with time to observe classes and become more familiar with the correctional setting before beginning their teaching duties. The assignment of veteran teachers as mentors for new teachers was recommended.

The training was planned by a committee consisting of the DCE program directors, the human resource manager and a regional director. The training program employed primarily agency presenters who provided training on a regional basis in the Richmond and Salem/Roanoke areas. Most classes were filled on a first come, first served basis, but certain groups received preference for some training, e.g., literacy instructors for literacy tutor training.

6. *The revision of the personnel section of the DCE Policies and Procedures Manual* in order to update current information and delineate implementation procedures more clearly.

Among the most popular of the training events was a seminar for DCE youth school teachers conducted by a representative of the State Police. The workshop covered drugs and drug identification, and teachers received up-to-date information on drugs which was designed to help them better understand their students and the drug culture to which the students would return to in the public schools.

7. *The updating of all agency position descriptions and a review of these descriptions to ensure proper classification.* The study team identified a number of positions which they believed should be

The "Field Unit Teachers Workshop" conducted by the two adult regional directors was important because it brought this group of

The Upholstery Class at Brunswick Correctional Center has expanded its repertoire of services through the development and implementation of competencies in industrial and residential window coverings. Custom-made curtains and draperies are currently being produced by Brunswick students.

teachers together to share their concerns and their ideas on how to resolve common problems--including that of isolation from the rest of the DCE staff. Another productive activity was the "Academic/Vocational Linkages Brainstorming." Two sessions were held, one in Richmond and one in Salem/Roanoke, and ideas were generated on strategies to achieve the mutual goals of the academic and vocational programs. As a result of these meetings an ad-hoc committee was established to work on implementing the strategies developed during Trimester Week.

The DCE Principal Internship Program

During the 1990-1991 fiscal year, there were three graduates of the DCE Principal Internship Program--Dorothy Carter from Powhatan Correctional Center, Robert Davisson from Natural Bridge Learning Center, and Grace Hawkins from Beaumont Learning Center.

The Principal Internship Program has been temporarily suspended. With current budget restraints, there are insufficient funds to cover program expenses.

DCE Day of Excellence

On Thursday June 13, 1991, the Department of Correctional Education held its second annual Employee Recognition Day. The 41 recipients of *Outstanding Service Awards* included school principals, academic and vocational teachers, instructional aides, librarians, educational evaluators, and administrative support and clerical staff.

The awards were conferred by Osa D. Coffey, then Superintendent of DCE, with the assistance of Andrew E. Jackson, Sr., Deputy Superintendent. Entertainment was provided by the Hanover Learning Center band lead by music instructor Glenroy Bailey. Ishmail Conway, Assistant Director of Student Activities for Non-Traditional Programs, Virginia Commonwealth University, was the luncheon speaker.

THE DCE PLANNING, BUDGET, AND RESEARCH DIVISION

During the 1990-1991 fiscal year, the Planning, Budget and Research Division concentrated on three major activities.

1. In the planning area, under the direct supervision of the Superintendent, the development of a Five-Year Master Plan was initiated. This plan will serve as a comprehensive planning document for all DCE activities and as a source of information for the development of the agency budget over the next two bienniums.

Master Plan development began with research into major correctional education issues. The data collected from intensive research by central office staff were divided into internal data and external data (information gathered from outside agencies and research). External information collected included inmate population projections and trends, national criminal justice trends, and current research on quality education programs for incarcerated populations.

Internal scanning explored such factors as agency mission, goals, and objectives; enrollment and attendance data; the current status of various DCE programs; interagency, business, and community relations; and a variety of facility-specific parameters. With the data collection phase of the planning process near completion during the 1990-1991 fiscal year, a major priority of the 91-92 year will be completion of the planning document.

2. In the research area, this year was devoted to automating the data



In March 1991 Buckingham Correctional Center held its annual Career Day Program entitled "Preparing for the Future." Experts from the electricity, sheet metal, plumbing, and commercial foods trades talked with students about current trends in each trade area. In addition two volunteers from the Virginia Employment Commission discussed job opportunities in these areas.

collection and reporting of student enrollment statistics. The Planning Division also worked with the MIS Division to develop an automated encumbrance system for the Finance Division.

3. DCE Planning staff worked with the Virginia Parole Board, the Department of Corrections, and the Virginia Employment Commission (VEC) to develop a pilot program for the provision of counseling and employment training services to offenders nearing release. Six institutions, including three field units, were selected as pilot sites for the program, the objectives of which are as follows:

- A. to conduct 28 employability training sessions to approximately 800 offenders at various institutions, and
- B. to provide post-release services to at least 50 ex-offenders.

Scheduled to begin operation in August 1991, the VEC will conduct at each site, a 4 day workshop covering job seeking skills and employer perspectives. Group and individual counseling will be provided in conjunction with the workshop. Participant abilities and interests will be assessed. Records on DCE students who complete the program will be attached to the inmate's DOC file and upon release of the inmate, forwarded to the parole officer and the local VEC office.

At the time of release, the parolee will be provided assistance in obtaining support

services, training referrals, and job opportunities. The success of this program will be determined through yearly follow-up on participants for a period of 3 years.

THE MANAGEMENT INFORMATION SYSTEMS DIVISION

The Management Information Systems (MIS) Division was created in order to improve the collection, analysis, and reporting of educational, fiscal, and personnel data. The automation of data is aimed at reducing the time-consuming manual reporting process through the implementation of cost-effective computerized technology. Technical assistance grants from the National Institute of Corrections provided consulting, design and development support for the MIS Division.

The principal goal of the MIS Division is to provide current and accurate data and to enhance reporting capabilities in the areas of budget, personnel, student attendance and enrollment, student demographics, assessments, and evaluations.

FISCAL YEAR HIGHLIGHTS

First-year results of the work of the MIS Division have been impressive.

1. A full-time systems engineer and two part-time programmer analysts were hired to assist in the development of new applications software for both central office and school personnel.
2. A Local Area Network (LAN) was installed in February 1991. The current total number of work stations connected to the LAN is 45. Eventually the LAN will have approximately 60 users, including remote processing from the schools.
3. An electronic mail system was installed on the LAN to provide enhanced communications, increased

This fiscal year saw a marked increase in the cooperative efforts between the DOC and the DCE to design new facilities that will meet the needs of DCE. Starting with initial program design for three new "prototype" facilities, the DOC has actively involved DCE planning staff in the development of all new facilities. This represents an opportunity for DCE to design educational program space which incorporates the latest thinking relative to educational environment designs and appropriate instructional technologies.

productivity and lower overhead costs for Central Office.

4. An on-line system was installed in central office to monitor and report encumbrances, budgets and expenditures. This reporting process has significantly reduced the lead time for creating finance/budget reports.

management with more timely information and replaces a cumbersome manual system.

5. The Finance Division implemented the requirements of the Comptroller's Debt Setoff system which requires that all vendors provide their Federal Identification Number (FIN). Payments made to vendors whose FIN matched those who owed the Commonwealth of Virginia were deducted.

THE DCE FINANCE DIVISION

Fiscal year 1990-1991 has been challenging for the Finance Division. The volume of activity increased with the addition of four new correctional schools at the Greenville and Keen Mountain Correctional Centers and the expansion of programs in several field units.

FISCAL YEAR HIGHLIGHTS

1. The Finance Division achieved an annual prompt payment compliance rate of 97.69 percent, exceeding the Commonwealth's 95 percent compliance standard.
2. A Purchasing Manager was hired as part of efforts to establish a separate purchasing function which will provide procurement assistance to all DCE schools and central office and meet the requirements of the Virginia Public Procurement Act.
3. A total of 4,068 purchase orders and requisitions were processed during the fiscal year. This represents an 18 percent increase over the prior fiscal year.
4. The Finance Division assisted the Planning and MIS Divisions in developing the encumbrance database used to track agency financial obligations. A file has also been established for all vendors doing business with the DCE. This system provides

6. Financial budget and expenditure data were downloaded using the Commonwealth Accounting and Reporting Downloading System (CARDS) into the newly developed MIS budget reporting system. The Finance Division, with assistance from MIS Division, developed internal budget and expenditure reports that are now used by all DCE components for tracking individual budgets.

DCE FISCAL SUMMARY

In fiscal year 1990-1991 the Department of Correctional Education had a total budget of 20,992,495, of which 19,047,171 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

	<u>Allocation</u>	<u>Expenditure</u>
Academic	\$9,194,152	\$8,673,750
Vocational	6,603,525	5,285,878
Administration	<u>5,194,818</u>	<u>5,087,543</u>
Total	\$20,992,495	\$19,047,171

During the 1990-91 fiscal year, administration costs comprised 27 percent of total expenditures.

In addition to the programs already in operation at Nottoway and VCCW, during the last fiscal year, computer-aided drafting programs have been implemented at James River Correctional Center, Pocahontas Correctional Unit, Greenville Correctional Center, and Keen Mountain Correctional Center. This brings the number of CAD classes operating within DCE to six. CAD programs offer up-to-date technology and provide market relevant skills to drafting students who must be able to meet labor market standards in order to be competitive in the job market.

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:

	<u>General</u>	<u>Federal</u>	<u>Special</u>	<u>Total</u>
Academic	\$8,506,428	\$679,495	\$8,229	\$9,194,152
Vocational	5,661,525	942,000	-0-	6,603,525
Administration	5,055,713	139,105	-0-	5,194,818
TOTAL	\$19,223,666 (91.57%)	\$1,760,600 (8.39%)	\$8,229 (.04%)	\$20,992,495

General funds for the fiscal year 1990-91 included a base budget of \$17,281,573 added to this base budget were initiatives that addressed the following:

Greensville/Keen Mountain CC	\$2,174,894
Management Information System	75,000
St. Brides Modular Building	20,000
Replace Vocational Equipment	<u>50,000</u>
Total	\$2,319,894

In addition to the above, a total of \$577,716 was added to the General Fund appropriations for the July 1, 1990 cost of living salary regrade.

The General Fund appropriations were reduced during the fiscal year as follows:

Governor's Initial Authorized Budget Reduction	\$837,473
Reversion of 2% Teacher Salary Regrade	62,301
Additional Net Governor's Authorized Budget Reduction (\$548,335 Total Reduction with \$242,592 Restored by the Governor)	<u>255,743</u>
Total Reductions	\$1,155,517

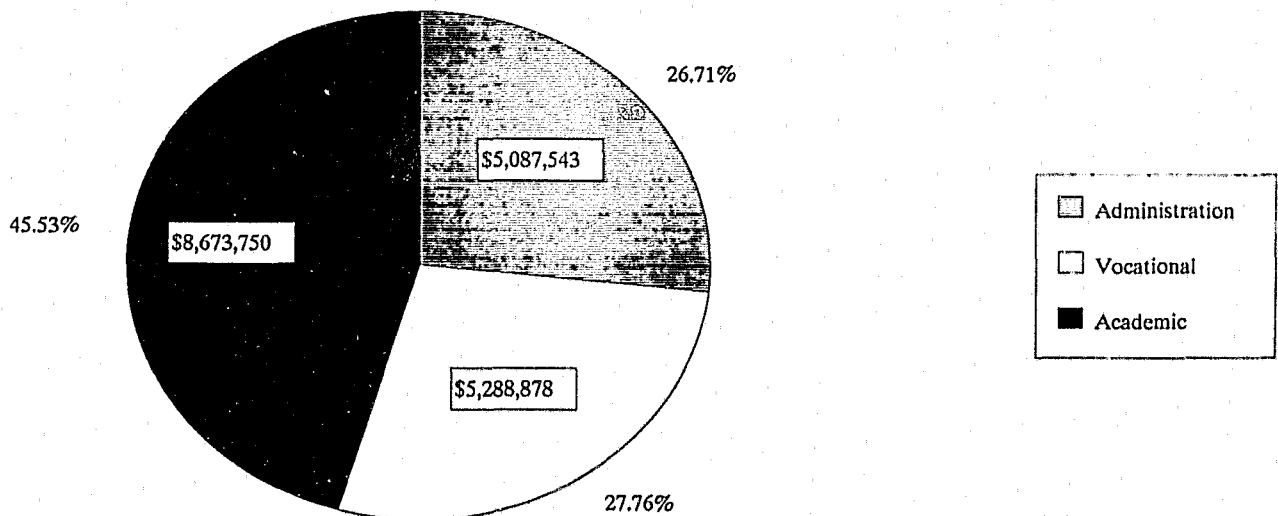
This \$1,155,517 represents a 7 percent reduction in the base budget.

The total general fund appropriations for FY 1990-1991, taking the above additions and subtractions into account, equaled \$19,233,666. General fund expenditures totaled \$17,939 for the fiscal year. The exhibit below 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 from the State Department of Education.

Fiscal Year 1990-1991 Total Expenditures



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 (1% Adult Set-Aside)

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

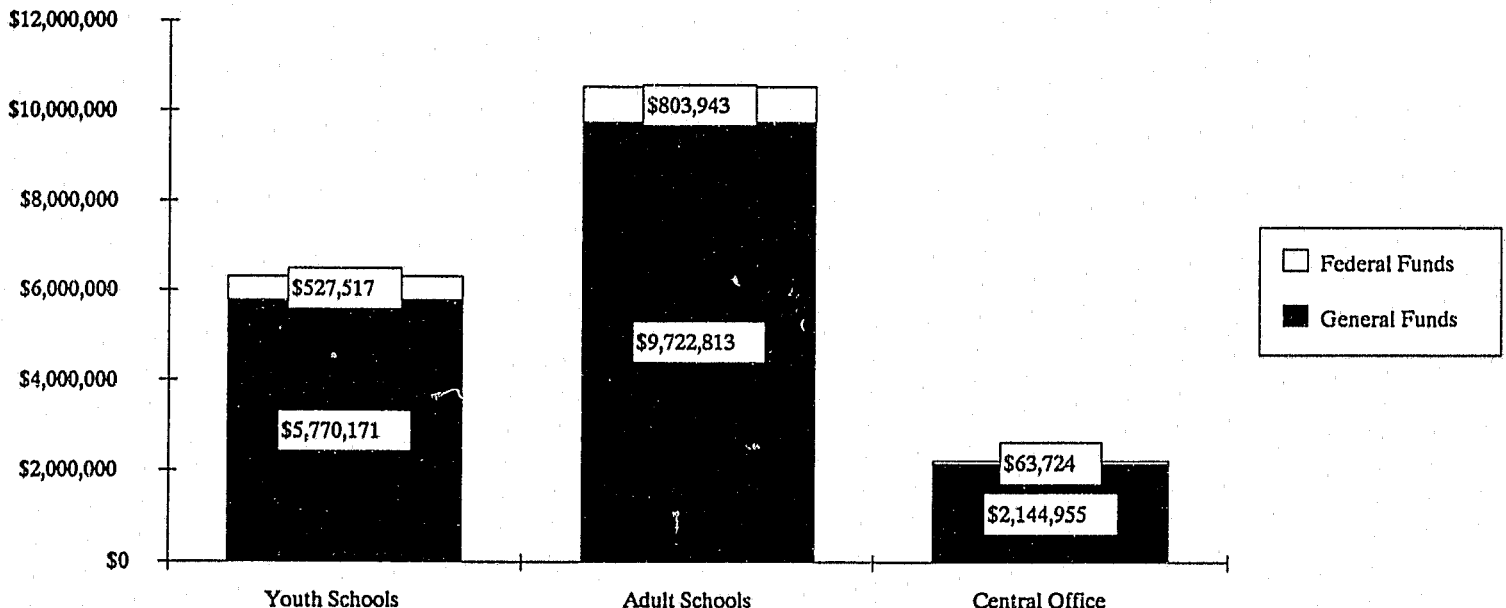
These funds are used to purchase books, materials, and equipment for DCE Libraries.

The Federal Fund appropriations and expenditures for fiscal year 1990-1991 were as follows:

	<u>Appropriations</u>	<u>Expenditures</u>
Chapter I	\$572,980	\$484,978
Title VI B	152,403	62,211
Title VI ABE	58,710	53,173
Carl D. Perkins	892,117	724,560
Chapter II	9,507	1,086
Apprenticeship		
Related Studies	49,883	46,542
National Institute Corrections	25,000	22,634
TOTAL FEDERAL	\$1,760,600	\$1,395,184

* Additional indirect costs of \$68,408 were received on all federal grants.

Distribution of 1990-1991 General and Federal Fund Expenditures



Apprenticeship		
Related Studies	49,883	46,542
National Institute Corrections	25,000	22,634
TOTAL FEDERAL	\$1,760,600	\$1,395,184

* Additional indirect costs of \$68,408 were received on all federal grants.

Special Fund Appropriations

During fiscal year 1990-1991, the Department of Correctional Education received \$5,000 in donations from the Richmond Newspapers, Inc. (through the Literacy Volunteers of Virginia Institutions) in 22 adult correctional facilities and field units.

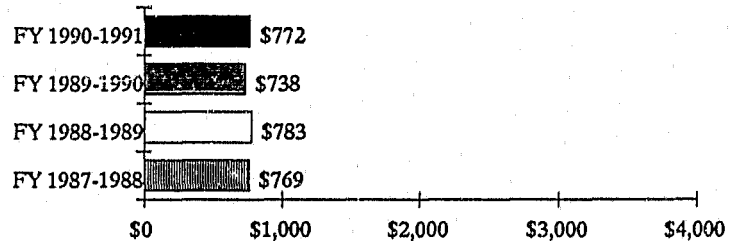
An additional \$1,000 was received from an anonymous donor to help purchase library books and periodicals at Beaumont Learning Center. These funds, added to the \$1,229 carried over from fiscal year 1989-1990, provided \$7,229 in total funds from donations. A total of \$5,049 was expended with the balance carried over to the next fiscal year.

DCE Cost Per Pupil Calculations:

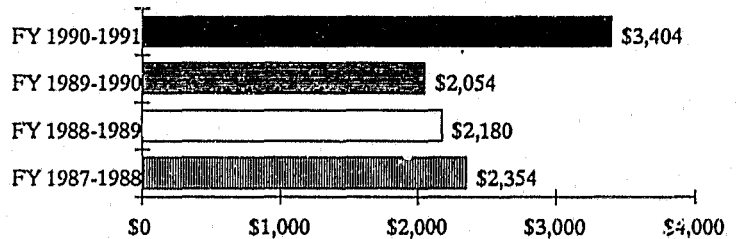
The table below illustrated the 1990-1991 fiscal year cost per pupil. The calculations include the cost of providing academic and vocational programs, diagnostic center support, and administration. Total cost is divided by the number of students served during the fiscal year. The exhibits following these calculations provide a comparison of the per pupil cost over the last 4 fiscal years.

	<u>Youth Schools</u>	<u>Adult Schools</u>
Academic Programs	\$3,523,703	\$4,464,278
Vocational Programs	1,397,248	3,839,548
Administration	824,294	2,009,858
Central Office Support (allocated by % of students served)	818,182	1,393,122
Diagnostic Center Costs	561,465	215,475
Total Costs	\$7,124,892	\$11,922,281
Number of Students Served	2,093	15,439
Average Cost per Student	\$3,404	\$772

**Comparison of
Per Student Costs
in Adult Schools
FY 1988 - FY 1991**



**Comparison of
Per Student Costs
in Youth Schools:
FY 1988-1991**



Per student costs in the youth schools have increased primarily due to the method used to calculate the youth count. In previous years, all student transactions (enrollments and reenrollments) were included in the "total students served" calculation. With better recordkeeping, DCE is now able to identify both currently enrolled students and those new to the system. This unduplicated count is less than previous counts and results in a more accurate per student cost calculation.

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 of Correctional Education shall be designated as a local education agency (LEA) but shall not be eligible to receive state funds appropriated for direct aid to public education. The Department shall be composed of all educational facilities of all institutions operated by the Department of Corrections and the Department of Youth and Family Services. (Code 1950, Section 22-41.1; 1974, c. 394; 1980, c. 559; 1985, c. 447; 1989, c. 733; 1991, c. 79.)

1985, 1989, and 1991 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 Youth and Family Services 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.

1989 amendment inserted "and the Director of Youth Services" in the last 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	X	
Buckingham	X	X	X			X	X	X	X	
Deep Meadow	X	X	X						X	
Greenville	X	X	X			X			X	
Harrisonburg	X	X	X	X	X	X			X	
James River	X	X	X			X	X	X	X	
Keen Mountain	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	
Staunton	X	X	X			X	X	X	X	
SITC	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

Appendix C

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
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, Cook, Electrician
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, Electronics, Upholstery
Apprenticeship Programs: Auto Body Repairman, Auto Mechanic, Auto Painter, Auto Upholsterer, Baker, Carpenter, Cook, Electrician, Plumber, Upholsterer, Welder
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, Drywall Finisher, Electrician, Plumber, Sheet Metal Worker, Welder, Painter

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, Pre-Employment Training (Chesterfield Community Correctional Unit)

Vocational Programs: Brick Masonry (Unit 4), Climate Control (Unit 25), Computer-Assisted Drafting (Unit 13), Heavy Equipment Operator (Unit 9), Woodworking (Unit 28)

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) General Studies and Business courses

Other: Library Services

DEEP MEADOW CORRECTIONAL COMPLEX

Academic Programs: ABE, GED, LIP

Other: Testing, Library Services

GREENSVILLE CORRECTIONAL COMPLEX

Academic Programs: ABE, GED, LIP

Vocational Programs: Barbering, Computer-Aided Drafting (Both at Unit B)

Other: Library Services

HARRISONBURG CORRECTIONAL UNIT

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

Vocational Programs: Climate Control, Electricity

Other: Library Services

JAMES RIVER CORRECTIONAL CENTER

Academic Programs: ABE, GED, LIP

Vocational Programs: Computer-Aided Drafting, Electronic Office Machine Repair, Welding

Apprenticeship Programs: Baker, Carpenter, Cook, Electrician, Plumber, Welder

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

Other: Library Services

KEEN MOUNTAIN CORRECTIONAL CENTER

Academic Programs: ABE, GED, LIP
Vocational Programs: Computer-Aided Drafting, Electricity, Masonry
Other: Library Services

MARION CORRECTIONAL TREATMENT CENTER

Academic Programs: ABE, GED, LIP, Special Education
Other: Library Services

MECKLENBURG CORRECTIONAL CENTER

Academic Programs: ABE, GED, LIP, Special Education
Vocational Programs: Basic Electricity/Electronics, Printing
Apprenticeship Programs: Offset Printing, 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 Mechanic, Cook, Drafter, Electrician, Maintenance Carpenter, Plumber, Welder
College Programs: (Southside VA Community College): General studies
Other: Library Services

POWHATAN CORRECTIONAL CENTER

Academic Programs: ABE, GED, LIP
Vocational Programs: Auto Mechanics, Masonry
Apprenticeship Programs: Auto Mechanic, Eaker, Cook, Electrician, Industrial Maintenance Mechanic, Offset Printer, Plumber
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, Carpentry, Electricity, Masonry, Welding
Apprenticeship Programs: Baker, Cook, Maintenance Electricity, Upholsterer
College Programs: (Paul D. Camp Community College) Associate Degree in Liberal Arts, Business, General Studies
Other: Library Services

SOUTHAMPTON INTENSIVE TREATMENT CENTER

Academic Programs: ABE, GED

Vocational Programs: Vocational Assessment

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, 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, Electricity, Masonry, Offset Printing, Plumbing, Sheet Metal, Small Engine Repair

Apprenticeship Programs: Baker, 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, Commercial Foods, Cosmetology, Office Services

Apprenticeship Programs: Baker, Building Maintenance Mechanic, Cook, Painter/Drywall Finisher,

College Programs: (Mary Baldwin College, J. Sergeant Reynolds Community College) 4-Year BA Degree, Small Business Management

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.

Appendix E

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: 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 4, Baskerville	X	X	X	X			X
Unit 7, White Post	X	X				X	X
Unit 9, Rustburg	X	X		X			X
Unit 10, Cold Springs	X	X					X
Unit 13, Pocahontas	X	X	X	X	X		X
Unit 15, Chatham	X	X	X				X
Unit 17, Haynesville	X	X					X
Unit 18, Wise	X	X				X	X
Unit 21, Stafford	X	X	X				X
Unit 22, Tidewater	X	X	X				X
Unit 23, Halifax	X	X	X		X		X
Unit 24, Smith Mountain Lake	X	X	X				X
Unit 25, Botetourt	X	X	X	X			X
Unit 27, Dinwiddie	X	X	X				X
Unit 28, Patrick Henry	X	X		X			X
Unit 30, Fairfax	X	X	X				X
Unit 31, Tazewell	X	X					X
Chesterfield Work Release		X	X				

DEPARTMENT OF CORRECTIONAL EDUCATION

Vocational and Apprenticeship Programs

Vocational Programs

YOUTH SCHOOLS

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

ADULT SCHOOLS

Major Appliance Repair
 Auto Body
 Auto Mechanics
 Barbering
 Brick Masonry
 Building Maintenance
 Building Trades
 Carpentry
 Commercial Arts
 Commercial Foods
 Commercial Sewing
 Computer Repair
 Cosmetology
 Drafting/CAD
 Consumer Electronics
 Drywall Installation

Electricity
 Floor Cover./Tile Install.
 Furniture Repair
 Heavy Equipment Operator
 Industrial Maintenance
 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
 Bindery Machine Operator
 Boiler Operator
 Building Maintenance Mechanic
 Cabinet Maker
 Carpenter
 Combination Welder
 Cook

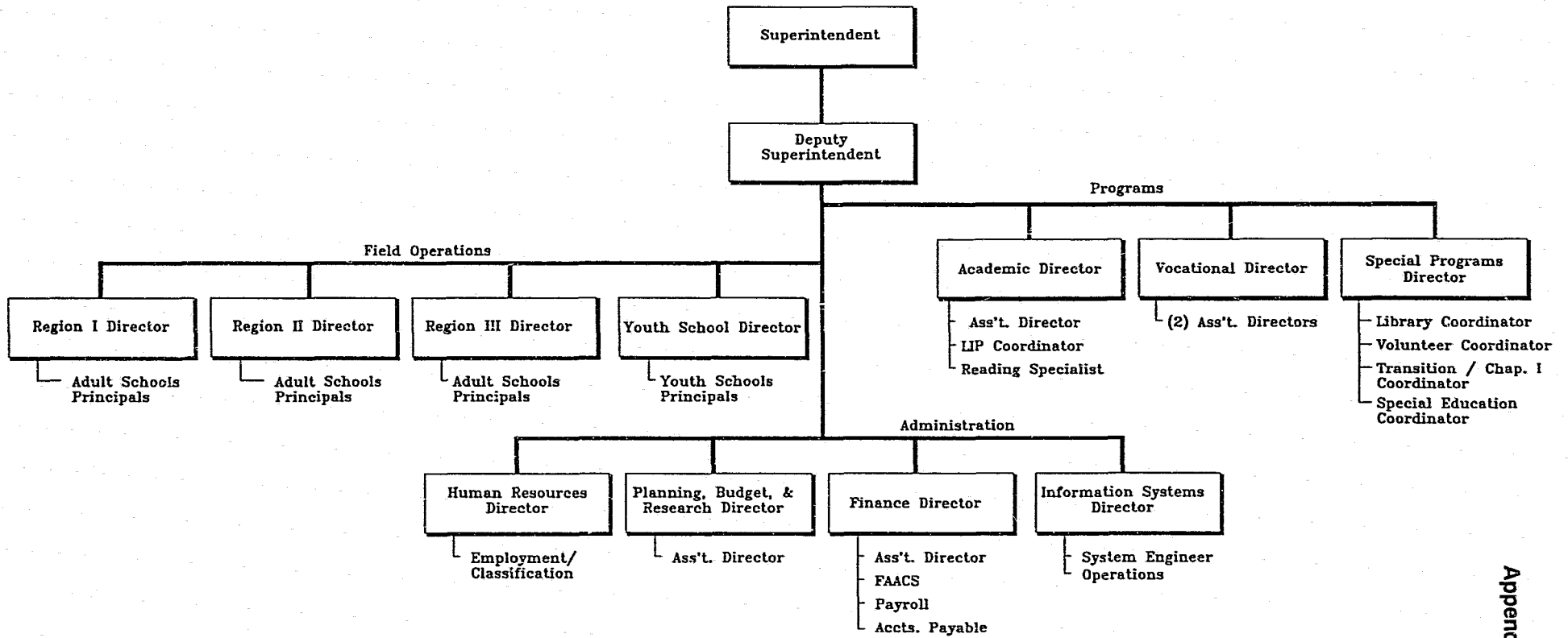
Industrial Maintenance Mechanic
 Maintenance Electrician
 Meat Cutter/Butcher
 Offset Press Operator
 Painter/Drywall Finisher
 Plate Maker Stripper
 Plumber
 Sewing Machine Repairer
 Sheet Metal Worker
 Shoe Repairer
 Shop Tailor
 Upholsterer
 Wastewater Treatment Operator

Due to the elimination of related instruction funds, as of July 1, 1991, there were no participants in the following programs:

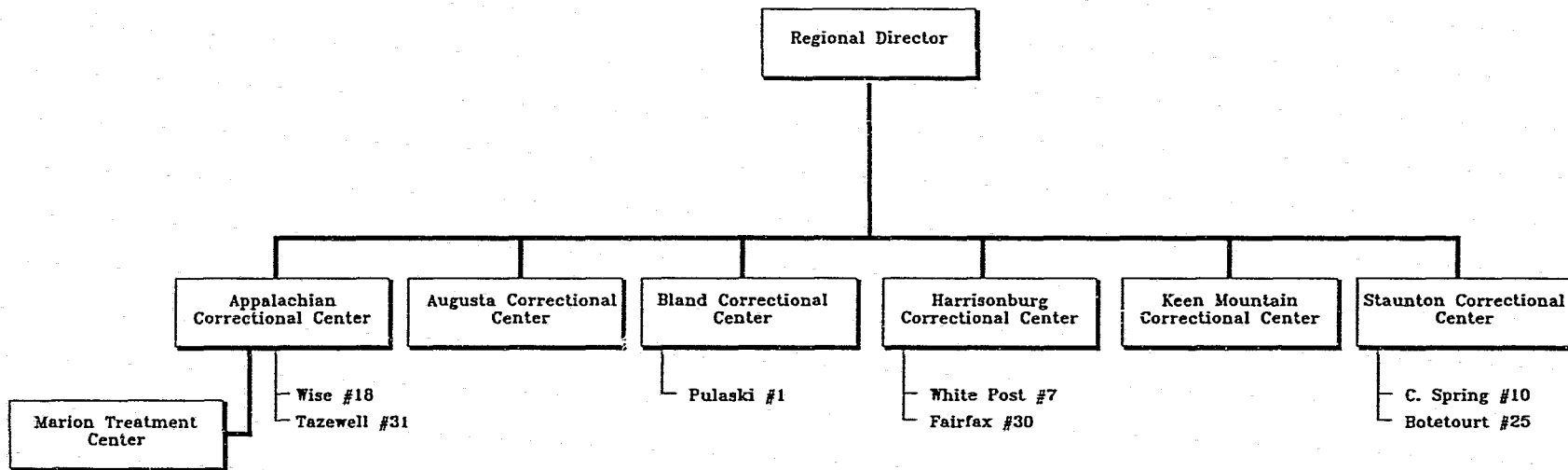
Auto Mechanic (Southampton), Baker (Southampton), Building Maintenance Mechanic (Nottoway), Carpenter (Nottoway, Staunton), Combination Welder (Nottoway, Staunton), Cook (Staunton), Maintenance Electrician (Augusta, Buckingham, Nottoway, Staunton), Maintenance Cutter/Butcher (Bland), Offset Press Operator (Mecklenburg), Paint/Drywall Finisher (VCCW), Plumber (Augusta, Nottoway), Upholsterer (Staunton)

Department of Correctional Education

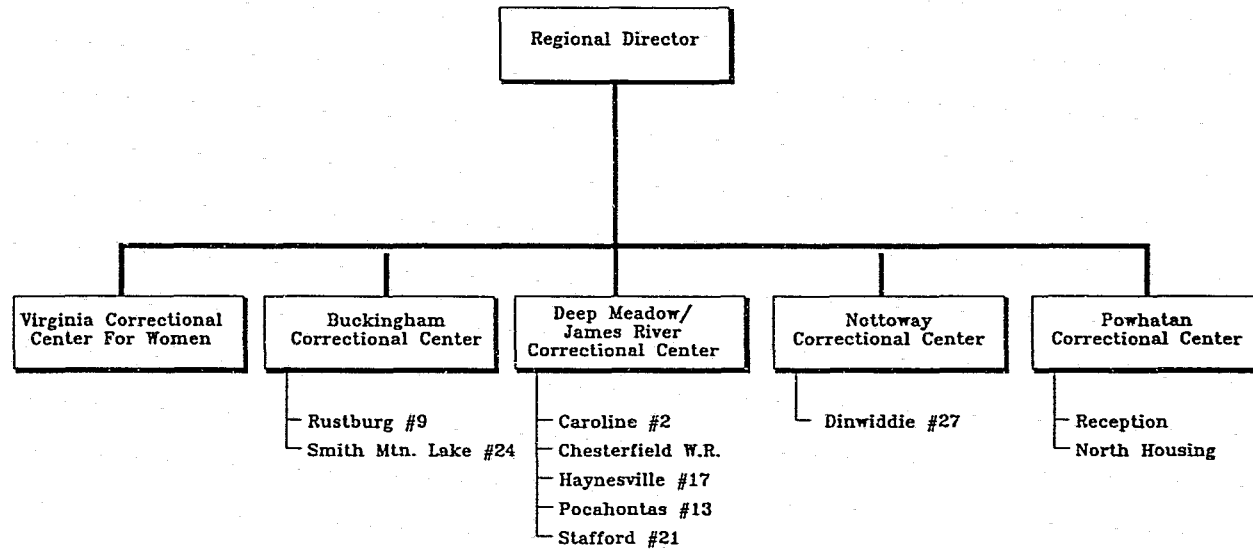
Organizational Chart 9/91



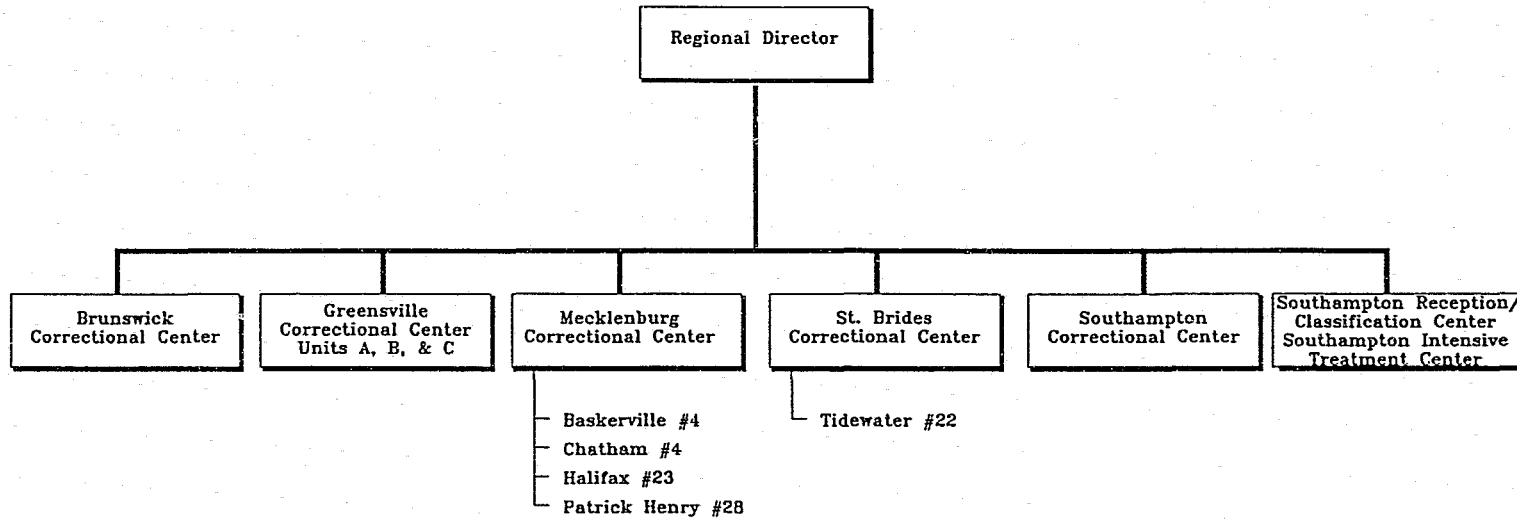
Department of Correctional Education
Organizational Chart 9/91
Region I



Department of Correctional Education
Organizational Chart 9/91
Region II

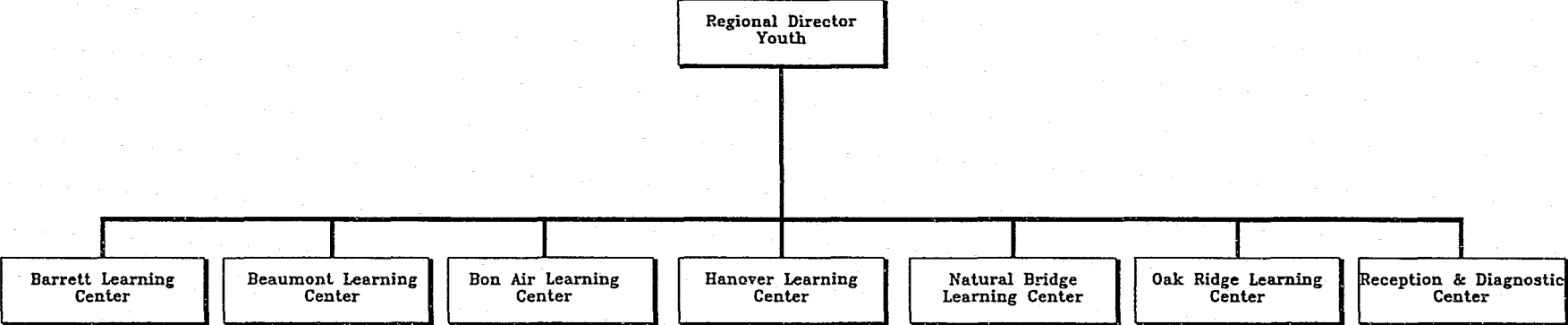


Department of Correctional Education
Organizational Chart 9/91
Region III



Department of Correctional Education

Organizational Chart Youth Region





This report was prepared by the Department of Correctional Education Division for Planning, Budget, and Research.
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