

COMMONWEALTH of VIRGINIA

**DEPARTMENT
OF
CORRECTIONAL
EDUCATION**

**ANNUAL REPORT
1988 - 1989**

FISCAL YEAR

F-24-93
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COMMONWEALTH of VIRGINIA

Department of Correctional Education (DCE)

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The Honorable Gerald L. Baliles
Governor of Virginia
State Capitol
Richmond, VA

Dear Governor Baliles:

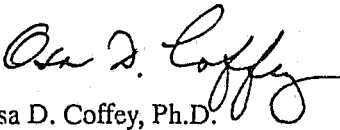
In accordance with Section 2.1-467 of the *Code of Virginia*, I hereby respectfully submit the Annual Report on the activities of the Department of Correctional Education for the fiscal year ending June 30, 1989.

During this fiscal year the Department of Correctional Education conducted a careful analysis of its human and physical resources in order to maximize their use in a period of fiscal restraint. As a result, we instituted a 6-hour school day in each major adult correctional institution and established the maximum capacity for each class. Department of Correctional Education schools were kept at capacity. As a result, we managed a 42 percent increase in our academic enrollment and an 8 percent increase in the vocational enrollment with only a 10 percent increase in staff and no increase in shop or classroom space.

During this fiscal year, the Literacy Incentive Program which you instituted increased its enrollment to an average daily attendance of 900 students with more than 3,000 served to date and 796 program completions recorded. With the new Literacy Incentive Program legislation and the increase in the mandated literacy level from the 6th to the 8th grade, this program is rapidly becoming a solid foundation of education for a large proportion of Virginia's inmates. More than two thirds of the program participants continue their education after completing the Literacy Incentive Program.

We are honored and proud to submit this report to you and remain grateful for your personal interest in and support for quality correctional education in Virginia.

Respectfully,


Osa D. Coffey, Ph.D.
Superintendent

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U.S. Department of Justice
National Institute of Justice

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DEPARTMENT
OF
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ORGANIZATIONAL STRUCTURE OF 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.

The DCE operates education programs and related services in 18 adult correctional facilities, 7 youth facilities, and 25 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 a Superintendent who is appointed by the Governor and reports to the Secretary of Transportation and 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.

There is a DCE school in each adult and youth correctional facility operated by the Department of Corrections. Each school has a principal who reports to the DCE regional director assigned the administrative responsibility for that school.

Regionalization is a new initiative in the DCE. The agency instituted a regional structure in April 1989 in order to provide more support and better supervision to the adult schools. Each of the three regions, Western, Central, and Southern, covers approximately one third of the adult institutions in the state. A fourth region consists of the seven youth schools.

Prior to March, the DCE schools were supervised by two assistant superintendents—one for the adult schools and one for the youth schools. However, the rapid expansion in the number of adult institutions made it impossible for one individual to provide the support and supervision needed to ensure quality programming in the adult schools. *(There are currently 18 major institutions with 5 more*

scheduled to open [Deep Meadow (10/89), Buchanan (2/90), and Greensville 1 (3/90), Greensville 2 (9/90), Greensville 3 (1/91)] and 4 field units being expanded.)

Under the new organization, each regional director has a manageable number of institutions. The correctional field units are also better supervised with responsibility for field unit administration now resting with principals of nearby adult institutions.

Programming responsibility lies with the DCE Director of Academic Programs, Director of Vocational Programs, and Director of Special Programs.

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

Beginning in 1989, the DCE schools have operated on a trimester system with a 1 week break between each trimester. The trimester system was established to provide time for coordinated staff development activities for all DCE personnel, to provide time for student testing, and to break up the monotony of "the endless school year." The trimester system replaced the previous system of quarterly in-service days which were planned and carried out at the facility level.

It is now the policy of the DCE to provide a minimum of 40 hours per year of staff development activities for all employees. The trimester training weeks were established with the cooperation of the Department of Corrections (DOC), allowing DCE to close school operations for 3 weeks out of each year. The DCE is very grateful to the DOC for its assistance and believes that the new trimester system will result in better qualified and trained employees.

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. 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.

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

1. To conduct for all juvenile and adult offenders a comprehensive assessment of educational and vocational needs and aptitudes.
2. To provide an individual program plan for each student.
3. To provide a comprehensive education program for all eligible inmates that includes academic education, pre-vocational, vocational education, special education, social skills, and post-secondary programs. These shall be supplemented by other programs as dictated by the needs of the institutional population. The implementation of this comprehensive education program includes the specific objectives listed below.

- a. To identify educational deficiencies and provide instruction that will enable adult offenders to raise their functional literacy level to a minimum of the 8th grade or to the highest grade level attainable for an individual inmate based on standardized test results.
- b. To provide academic instruction that would facilitate re-entry into a public school system or lead to attainment of a GED certificate.
- c. To provide post-secondary education to eligible adult/juvenile offenders through public and private educational agencies.
- d. To provide pre-vocational programs that introduce students to employment areas, the world of work, and the work ethic.
- e. To provide vocational programs to eligible adult/juvenile offenders that will lead to the acquisition of at least entry level job skills and attitudes.
- f. To provide apprenticeship and related studies to eligible adult/juvenile offenders in coordination with the inter-agency apprenticeship council.
- g. To provide an inter-disciplinary link between academic, pre-vocational, vocational, apprenticeship programs, and Virginia Correctional Enterprises.
- h. To 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. To provide social, life, and employability skills training that

- will assist adult/juvenile offenders to make a successful transition into society.
- j. To provide fine arts programs to adult/juvenile offenders.
 - k. To provide physical education programs for juvenile offenders.
 - l. To conduct regular, systematic evaluations of student progress and achievement.
4. To provide appropriate educational support services that will assist students in overcoming their educational deficiencies.
 5. To provide library services for educational and recreational purposes in compliance with the ACA/ALA Library Standards.
 6. To provide opportunities through all DCE activities for adult/juvenile offenders to examine and develop socially acceptable behaviors, values, and attitudes as well as develop critical thinking and learning skills.
 7. To provide special recognition for adult/juvenile offenders who participate in DCE programs.
 8. To provide educational programs, services, and access to community programs and resources for female offenders equal to that provided for male offenders served by the DCE.
 9. To provide transition services and inter-agency linkages that will facilitate the transition of adult/juvenile offenders into the work community and assist in their integration into the mainstream of society.
 10. To develop and maintain cooperative working relationships with public and private sector representatives to supplement and complement DCE program opportunities.
 11. To conduct a systemwide, annual, internal program evaluation.
 12. To conduct a periodic, systemwide, external program evaluation.
 13. To conduct periodic research and follow-up activities that will help determine program effectiveness and assist in planning.
 14. To provide an on-going staff development program and to ensure employee access to that program in order to facilitate updating or upgrading of professional skills.
 15. To provide upon request technical assistance to jails in the establishment of jail education programs.
 16. To reach and maintain compliance with the program standards published by the Correctional Education Association.
 17. To maintain and foster a cooperative relationship with DOC staff and to work with DOC staff in achieving the aforementioned goals.

The DCE EEO Statement of Policy

It is the policy of the Department of Correctional Education to hire qualified individuals to perform the many activities necessary to provide the best quality services to the people of Virginia. An integral part of this policy is to provide equal employment opportunity for all persons -- to recruit and hire staff and to direct working conditions, the benefits and privileges of employment, compensation, training, upgrades and promotions, transfers, educational leave, and employee terminations without discrimination because of race, color, religion, national origin, sex, age, political affiliation, or handicap. The Department of Correctional Education will achieve employment parity without the lowering of qualification standards for applicants. This policy promotes the achievement of proper utilization of minorities and women at all levels of management and non-management, prohibits unlawful discrimination in employment, and provides for a work environment free of discrimination.

It is the policy of the Department of Correctional Education to comply fully with all state and federal laws and regulations regarding affirmative action, not only by meeting the letter of the law, but by carrying out the spirit as well.

All employees of the Department of Correctional Education shall comply with this policy or be subject to disciplinary action. This policy is effective on July 1, 1989 and will remain in effect for a period not exceeding 2 years. In July 1991, an evaluation of this plan will be conducted, and revisions to update this plan will be made.

The DCE School Board

Oliver Greenwood is Chair of the DCE School Board. Mr. Greenwood first became a member of the Board in July 1984 and was appointed as Chair in July 1988. Currently retired, Mr. Greenwood began his career in education as a teacher in Smithfield, Virginia and rose to the rank of Superintendent of the Newport News public school district.

Faye R. Barker was appointed to the DCE School Board on July 1, 1984. Ms. Barker currently teaches health and physical education at Pound High School.

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

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

George James has served on the DCE School Board since July 1, 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.

Irene Martin has served on the DCE School Board since 1982. In 1983 she was appointed Vice Chair, and from July 1984 to July 1988 served as Chair of the Board. Mrs. Martin currently works part-time with the State Department of Education as an

observer with the Beginning Teacher Assistance Program (BTAP).

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

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

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

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

DCE PROGRAMS

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

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

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

For a complete listing of DCE programs by facility, see Appendices B-F.

DCE School Improvement Activities

The DCE has adopted a framework for improving all academic and vocational programs in youth and adult schools. This process is based on the Outcomes-Based Education (OBE) model and addresses all facets of programs--from instructional practices and curriculum through school climate. The OBE process is not a "quick fix" program with prescribed materials and methods. The OBE process engages teachers and administrators in making action decisions for improving teaching and learning in their own schools. The DCE is the first correctional education system in the country to use the OBE model as a process for school improvement.

The OBE philosophy is based on three premises:

1. All students can learn and succeed.
2. Success breeds success.
3. Schools control the conditions necessary for students to experience success in learning.

The DCE has developed a management plan to assure that these three premises become the foundation for programs in all youth and adult schools. Two youth schools began OBE developmental activity in 1989; others will begin in 1990. Adult schools will engage in the OBE process throughout 1990-1991. Orientation sessions for OBE have been offered during trimester training weeks and at regional meetings.

Department of Corrections staff worked with the DCE Youth Schools staff over a 4 month period to identify a set of broad learning or exit outcomes for youth school students. The programs are now ready to be assessed and improved as necessary to target resources so that students can

1. develop problem-solving and decision-making skills necessary for successful community re-entry, including those related to employment and/or continued education as well as interpersonal relationships;
2. improve basic cognitive skills in order to continue education or engage in productive employment;

3. attain communication and group interaction skills;
4. enhance and sustain self-esteem; and
5. develop the skills necessary for effective citizenship, including an understanding of rights and responsibilities as well as concern and respect for others.

These outcomes will drive all aspects of teaching and learning in the schools: curriculum, instructional methods and materials, assessment of student progress, and student placement and movement through programs.

DCE teachers have developed a youth school curriculum through a 3 year partnership with the University of Virginia. The curriculum includes Language Arts, Math, Physical Education, Social Skills, and Fine Arts.

The adult school curriculum includes Adult Basic Education (ABE), GED preparation, and the Literacy Incentive Program.

Following field-testing throughout fiscal year 1989-1990, DCE teachers will participate in curriculum renewal activities, designed to assure that all program areas are covered and that course/unit outcomes address intended exit/learner outcomes.

Because DCE programs are open entry/exit, the agency is exploring the use of computers to manage instructional programs. Once the draft curriculum is revised, teachers will be able to use computers to manage student movement through program areas. Using computers as an instructional strategy is also being emphasized.

Several aspects of teaching and learning are being addressed by involving teachers and administrators in carefully designed developmental opportunities. With the support of a grant through Community Research Associates and the Office of Juvenile Justice and Delinquency Prevention, the DCE has scheduled a series of "training trainers" seminars in cooperative learning strategies, mastery learning, and logical discipline. In stressing sustained staff development and collaboration among staff, the DCE is recognizing that those who work most closely with students must have the needed resources and support.

Academic Programming

The DCE's academic programs are the following: adult basic education (ABE), general education development (GED), literacy incentive program (LIP), and post-secondary programs. Special education services and social skills programs are also provided. These are discussed under the *Special Programs* section.

DCE's Adult Basic Education (ABE) and General Education Development (GED) Programs

The DCE's ABE program concentrates on developing students' basic skills in the areas of reading, language arts, math, and social studies.

The DCE offers three levels of ABE programming in the adult schools. ABE Level I instruction is for students functioning at grade levels 0-4.9. ABE Level II instruction covers grade levels 5.0-7.4. ABE Level III classes provide instruction for students functioning at grade levels 7.5-8.9.

Upon completion of ABE Level III, students may enter GED preparation studies. GED instruction is provided to students with 9.0 and above grade level test scores and covers the same areas of instruction as ABE with emphasis on preparing for the GED test. Successful completion of this level instruction requires the passing of the GED test and results in the awarding of the GED certificate, a high school equivalency diploma. (For data on ABE and GED completions, see *Program Completions*, page 15.)

The Literacy Incentive Program

The Literacy Incentive Program (LIP) is a combined effort of the Department of Correctional Education, the Department of Corrections, and the Virginia Parole Board. It provides educational services to those inmates most in need of skills development.

The 1989 General Assembly unanimously passed House Bill 1493, initiated by Governor Gerald L. Baliles. The legislation codified the LIP program and raised the minimum eligibility level for

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

The DCE provides the educational services; the Department of Corrections provides institutional pay to inmates enrolled in the program as well as the maximum good conduct allowance. Inmate participation and progress in the program are reported to the Parole Board and are factored into the parole decision.

The Literacy Incentive Program is currently offered at each of the 18 major adult correctional institutions and at 10 correctional field units. The change in eligibility level from the 6th grade to the 8th grade is projected to substantially increase enrollment in the program. As a result, additional full-time programs will be established at three correctional field units (Pulaski, Unit 1; Baskerville, Unit 4; and Culpepper, Unit 11). These programs are scheduled to open in the early part of 1990. In addition, 16 part-time teachers, scheduled to work 20 hours per week, will be hired for provision of evening LIP programs at major institutions. When the waiting list for entry into LIP reaches 50 students, the school principal can request implementation of a part-time evening program.

The Literacy Incentive Program staff include the program coordinator, a reading specialist, 60 instructors, and 162 inmate aides. Instructors are certified by the Virginia State Board of Education.

Success in the classroom is evident and can be seen through a number of evaluative measures.

- Enrollment in the Literacy Incentive Program as of June 30, 1989 was 849. To date over 3,000 inmates have been served by the program.
- Test scores show that the average grade level increase per year of instruction for inmates enrolled in the Literacy Incentive Program is 2.0 years.
- An average gain of 3.3 grade levels for each year of instruction is shown for inmates functioning above the 4th grade level.

■ Seven hundred and ninety-six (796) program completions have been recorded, despite the fact that over 60 percent of those served by the Literacy Incentive Program begin with below 4th grade reading skills. Three hundred and twenty-eight inmates completed the program during the 1988-1989 fiscal year.

The DCE is currently focusing its efforts on the development and implementation of a curriculum that is based on functional literacy skills. The curriculum will focus on skills relating to the everyday demands of society and the workplace as well as academic skills. Examples of such life skills are completing a job application, reading an employment advertisement, counting change, and understanding weights and measures.

In addition to the obvious educational benefits afforded to the inmate participants, the Literacy Incentive Program has had the larger impact of raising the consciousness of the citizens of Virginia and of correctional educators throughout the country. Since the inception of Virginia's Literacy Incentive Program, several states--Illinois, Maryland, Ohio and New Mexico, to name just a few--have initiated mandatory literacy programs for their prison populations. Many other states are drafting legislation similar to that passed in Virginia.

FISCAL YEAR 1988-1989 HIGHLIGHTS

■ Publication of the Literacy Incentive Program Policy and Procedures Manual. The manual includes a statement of Virginia law 22.1-344.1, current policies, and procedures that guide the operation of the program.

■ Publication of the Literacy Incentive Program Inmate Literacy Aide Training Manual. The manual includes guidelines for managing an inmate literacy aide program and instructions for training inmates selected for the program.

■ The first annual statewide Literacy Incentive Program In-service Conference for teachers and staff. The conference theme was "Literacy: Passport to the

Future." Fifty-four teachers, two librarians, and six community volunteers attended.

Post-Secondary Programs

During the 1988-1989 fiscal year, over 1,000 students were enrolled in community college programs contracted for at 17 of the 18 major correctional institutions. (No college programs were available at the State Penitentiary which is scheduled to be closed.)

The colleges currently providing services to DCE students are the following:

Blue Ridge Community College
J. Sargeant Reynolds Community College
Mary Baldwin College
Mountain Empire Community College
Paul D. Camp Community College
Southside Community College
Southwest Virginia Community College
Tidewater Community College
Wytheville Community College

Course offerings include the areas of business, business law, computer basics, computer programming, principals of management, keyboarding, accounting, spreadsheet software, database software, financial management, organizational behavior, real estate, social studies, economics, philosophy, math (algebra, geometry, business math) and English.

In FY 1988-89 the average monthly enrollment in college programs was 413 up nearly 100 students per month from the previous fiscal year figures of 319 students per month.

Although college programs have been offered to students in Virginia's adult correctional facilities for over 15 years, to date, the negotiation for program services has occurred at the local school level--between representatives of the DCE School or the Department of Corrections and area Community Colleges.

The DCE is now in the process of initiating a comprehensive review of existing post-secondary programs in order to provide the most appropriate

selection of course offerings to inmates who have completed high school or have received their GED.

Once the program review is completed, the DCE will initiate a system-wide needs assessment, and based on this study, will establish curricular offerings. These will be negotiated on a standardized contract for service delivery in order to maximize student use of funding options. (Pell Grants and Veteran's benefits account for virtually all of the economic support available to inmate college students.)

In addition to colleges which provided direct services to DCE students, during fiscal year 1988-1989, the DCE also worked with James Madison University and the University of Virginia on training and curriculum projects.

Vocational Programming

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

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

The vocational offerings in the youth system have a pre-vocational, "world of work" orientation. A total of 25 pre-vocational courses are offered, representing 18 unduplicated course offerings.

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

Apprenticeship Training Programs

The DCE provides apprenticeship training in 39 trade areas through an interagency agreement among the DCE, the Department of Corrections, the State Department of Labor and Industry, and the State Department of Education. (See Appendix G for a complete program listing.) The program has been offered since October 1983 to inmates incarcerated in institutions operated by the Department of Corrections.

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

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

Currently 10 instructors are involved in apprenticeship training. The average monthly enrollment in apprenticeship training, during fiscal year 1987-1988 was 327 inmates. Most apprenticeship programs are completed in 2-4 years, but program length varies according to trade, as do the educational requirements of each program.

FISCAL YEAR 1988-1989 HIGHLIGHTS

■ This year marked an increased awareness of the need for vocational instructors to remain current in their knowledge of trade skills and activities. Beginning with a week long collegiate credit course at James Madison University entitled "Current Trends in Industry and Education," the Department's vocational educators began

to integrate the expanding technologies of their trade into their classroom teaching.

■ In addition to formal classwork, many vocational instructors visited local industry during the trimester training breaks. The purpose of the self-selected training was for the instructors to get a fresh look at what is happening in their chosen trade areas and to establish linkages between the classrooms and the community. An added benefit of these experiences has been the personal contact with employers that can lead to eventual placements for program graduates.

■ Another highlight of the year has been the exploration of curricula that tie the skills learned in a particular trade with one or more specific job titles. A model for the curriculum packages has been developed, and a 1 year implementation plan has been devised.

Development of Full-Time Equivalent (FTE) Program Capacities

In order to maximize DCE resources in a period of tremendous growth in the correctional population, coupled with dwindling state and federal resources, the DCE conducted a thorough analysis of its staff and space resources and developed a plan for the maximum use of these. As a result, in fiscal year 1988-1989, full-time equivalent capacities for adult school programs in major institutions and field units were developed. An FTE capacity is defined as the total number of full-time instructional slots available to students in a specific academic or vocational program area based on established teacher student ratios for that program.

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

Hand in hand with the development of capacities was the initiation of a 6 hour school day in all of

the adult schools--the 6 hours consisting of 4 academic instructional slots or 2 vocational slots.

Previously, not all school operations were uniform with respect to the hours of operation and the number of class periods held per day. The implementation of the new FTE capacities has helped to provide educational program opportunities to the maximum number of inmates, to maximize staff resources, and to ensure uniformity of school operations and consistency in statistical recordkeeping and data collection.

Adult School Full-Time Equivalent (FTE) Capacities

DCE ADULT SCHOOLS	ACAD FTE'S	VOC FTE'S	TOT FTE'S
Appalachian	16	34	50
Augusta	58	66	124
Bland	30	40	70
Brunswick	39	70	109
Buckingham	35	44	79
Deerfield	20	--	20
Harrisonburg	30	8	38
James River	24	--	24
Marion	20	--	20
Mecklenburg	12	20	32
Nottoway	51	48	99
Powhatan	45	39	84
Southampton	64	64	128
Staunton	52	58	110
St. Brides	71	80	151
VCCW	39	41	80
Penitentiary	51	6	57
YOC	12	30	42
Total FTE's Major Inst.	669	648	1,317
Total FTE's Field Units	220	57	277
TOTAL FTE CAPACITY ADULT SCHOOLS	889	705	1,594

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 1988-89.

Average Monthly Population Available for Participation in DCE Programs

Fiscal Year 1988-1989

ADULT FACILITY	INMATE POPULATION
Appalachian	93
Augusta	954
Bland	443
Brunswick	557
Buckingham	739
Field Units	2,885
Deerfield	281
Harrisonburg	111
James River	342
Marion	179
Mecklenburg	326
Nottoway	703
Powhatan	711
Southampton	476
St. Brides	401
Staunton	510
VCCW	322
Penitentiary	207
YOC	93
Total Avail. Pop.	10,333
<i>(83.5% of total adult inmate population of 12,368)</i>	

YOUTH SCHOOL	INMATE POPULATION
Barrett	102
Beaumont	176
Bon Air	93
Hanover	118
Natural Bridge	57
Oak Ridge	34
Total Avail. Pop.	580
<i>(100% of total youth inmate population)</i>	

In fiscal year 1987-1988, the average monthly adult inmate population was 11,082. Of this number, 9,255 were available to enroll in DCE programs. As the following table shows, in fiscal year 1988-89, the average inmate population was up from 11,082 to 12,368, and the average available population rose to 10,332. Twenty-three percent of the available population enrolled in academic programs as opposed to 18 percent the previous year. Vocational enrollment rose in number but remained the same proportion of the available population at 11 percent.

Enrollment as a Function of Inmate Population

Fiscal Year 1988-1989

Total Average Monthly Inmate Population	12,368
Monthly Average Available Inmate Population	10,332
Monthly Ave. Academic Enrollment	2,421
Percent of Total Population	20%
Percent of Available Population	23%
Monthly Average Voc. Enrollment	1,088
Percent of Total Population	9%
Percent of Available Population	11%

With respect to actual number of students enrolled, Exhibit 1 shows the change in adult school program enrollment from fiscal year 1987-1988 to fiscal year 1988-1989. The largest increase shown was in the academic area where the average monthly enrollment increased by 42 percent. Vocational enrollment had a slight increase--up 8 percent whereas enrollment in apprenticeship programs dropped by 9 percent. A 29 percent increase in college program enrollment was also seen. Exhibits 2 and 3 provide a breakdown of program enrollment by school.

Since the youth housed at the learning centers are required to attend school, and the population has remained stable, enrollment in youth school programs has not changed. Exhibit 2 provides a breakdown of enrollment by school. Exhibit 4 compares youth school enrollment for fiscal year 1987-88 and 1988-89.

Average Monthly Enrollment in Adult School Programs, FY 1987-1988 and FY 1988-89

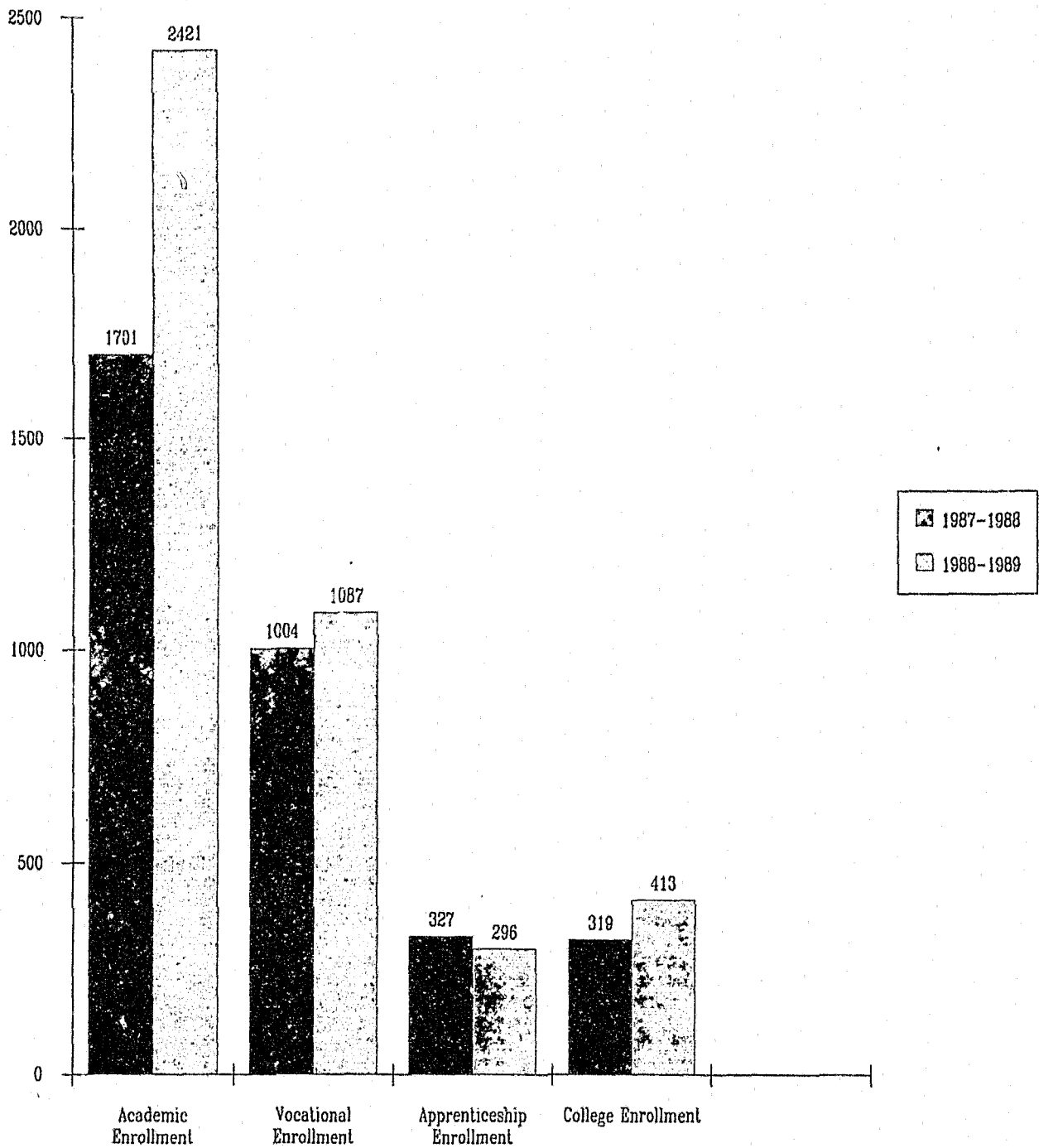


Exhibit 2

Average Monthly Program Enrollment*
(Fiscal Year 1988-1989)

	ACADEMIC ENROLLMENT	VOCATIONAL ENROLLMENT	TOTAL ENROLLMENT
ADULT SCHOOLS			
Appalachian Correctional Center	43	53	96
Augusta Correctional Center	193	98	291
Bland Correctional Center	57	67	124
Brunswick Correctional Center	123	72	195
Buckingham Correctional Center	108	81	189
Correctional Field Units	419	34	453
Deerfield Correctional Center	65	--	65
Harrisonburg Correctional Center	64	14	78
James River Correctional Center	45	--	45
Marion Correctional Center	30	--	30
Mecklenburg Correctional Center	46	30	76
Nottoway Correctional Center	177	88	266
Powhatan Correctional Center	70	44	114
Southampton Correctional Center	116	102	217
St. Brides Correctional Center	150	148	298
Staunton Correctional Center	131	102	233
VA Correctional Center for Women	465	29	494
Virginia State Penitentiary	92	69	161
Youthful Offender Center	<u>27</u>	<u>56</u>	<u>83</u>
Total Enrollment	2,421	1,087	3,508
YOUTH LEARNING CENTERS			
Barrett Learning Center	102	101	203
Beaumont Learning Center	176	151	327
Bon Air Learning Center	93	87	180
Hanover Learning Center	118	114	232
Natural Bridge	55	56	111
Oak Ridge Learning Center	<u>34</u>	<u>34</u>	<u>68</u>
Total Enrollment	578	543	1,121

* Note that that category "total enrollment" is somewhat misleading. Total enrollment as used here is the sum of academic enrollment plus vocational enrollment. In some instances, students may be enrolled in both academic and vocational programs and are therefore counted twice. A non-duplicative count is not available at this time. Revised recordkeeping, already in place, will enable the collection of more detailed enrollment statistics in the future.

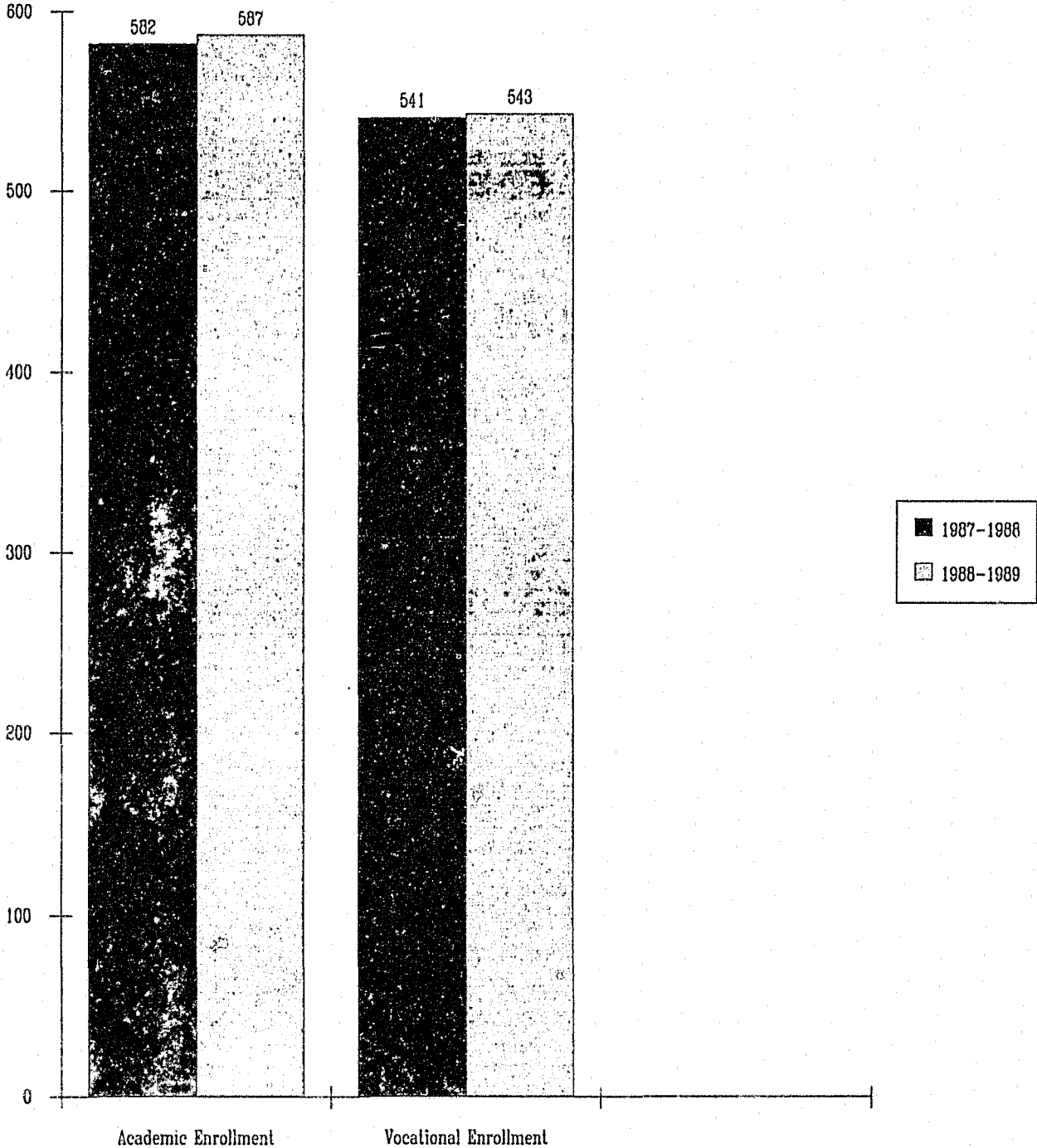
Exhibit 3

Enrollment in Other Programs *
(Fiscal Year 1988-1989)

	APPRENTICE- ENROLLMENT	COLLEGE ENROLLMENT	TOTAL OTHER ENROLLMENT
ADULT SCHOOLS			
Appalachian Correctional Center	0	0	0
Augusta Correctional Center	8	26	34
Bland Correctional Center	9	20	29
Brunswick Correctional Center	52	26	78
Buckingham Correctional Center	22	26	48
Correctional Field Units	26	8	34
Deerfield Correctional Center	0	23	23
Harrisonburg Correctional Center	0	0	0
James River Correctional Center	24	29	53
Marion Correctional Center	0	1	1
Mecklenburg Correctional Center	18	43	61
Nottoway Correctional Center	22	66	88
Powhatan Correctional Center	48	52	100
Southampton Correctional Center	24	39	63
St. Brides Correctional Center	14	21	35
Staunton Correctional Center	13	18	31
VA Correctional Center for Women	7	14	21
Virginia State Penitentiary	9	1	10
Youthful Offender Center	<u>0</u>	<u>0</u>	<u>0</u>
Total Enrollment	296	413	709

* 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 community colleges and universities.

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



Program Completions

During fiscal year 1988-1989 a total of 2,854 adult school program completions and 671 youth school program completions were recorded. These are broken down in the table below.

Adult School Completions

LIP	328
ABE Level 1	226
ABE Level 2	330
ABE Level 3	234
GED	415
College	27
Vocational Completions	1,254
Apprenticeship	31
Total Number of Completions	2,854

Adult Vocational Completions by Course

Appliance Repair	19
Auto Body Repair	57
Auto Mechanics	71
Auto Servicing	11
Barbering	7
Building Maintenance	70
Building Trades	21
Carpentry	67
Climate Control	82
Commercial Foods	32
Commercial Sewing	10
Cosmetology	13
Computer Repair	20
Drafting	19
Drywall Installer/Finisher	30
Electricity	54
Electronics	20
Entrepreneur	14
Floor and Tile Installer	30
Furniture Repair	18
Heavy Equipment Operator	15
Industrial Maintenance Mechanic	12
Masonry	115
Office Machine Repair	4
Office Services	72
Plumbing	55
Printing	42
Radio/TV Repair	5
Sheet Metal	40
Shoe and Leather Repair	33
Small Engine Repair	31

Upholsterer	8
Water Treatment	2
Wastewater Treatment	2
Water/Wastewater Treatment	3
Welding	121
Woodworking Occupations	29
Total Number of Completions	1,254

Adult Apprenticeship Completions by Course

Baker	5
Boiler Room Operator	1
Building Maintenance Person	1
Cook	14
Furniture Upholsterer	2
Maintenance Electrician	2
Offset Press Operator	1
Plumber	1
Welder	4

Total Number of Completions 31

Youth School Completions

GED	108
Vocational Completions	563

Youth Vocational Completions by Course

Auto Body Repair	51
Auto Servicing	38
Building Maintenance	104
Commercial Foods	14
Electricity	31
Fast Foods	14
Food Service	39
Interior/Exterior Painting	25
Masonry	46
Nurse's Aide	29
Occupational Child Care	27
Office Services	18
Small Engine Repair	52
Woodworking Technical Education	40
Woodworking Occupations	6
Woods Technology	29

Total Number of Completions 563

DCE SPECIAL PROGRAMS

Special Education Programs

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

Special education programs are operated at the six Youth Learning Centers and at seven adult facilities (Harrisonburg Correctional Center, Marion Correctional Treatment Center, Mecklenburg Correctional Center, Southampton Correctional Center, St. Brides Correctional center, the Virginia Correctional Center for Women, and the Youthful Offender Center).

Fifty-two individuals comprise the DCE current special education staff including a director, two special education coordinators, nine educational evaluators, three speech/language pathologists, one occupational therapist, and thirty-five instructors.

Each DCE program provides a continuum of services to meet the needs of handicapped students. All students with handicapping conditions are served, with the majority of students exhibiting emotional disorders, learning disabilities, or mental retardation. To the extent possible, students are educated with their non-handicapped peers.

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

1988-1989 Special Education Evaluations

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

Blindness/Deafness
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	970
Total to receive special education services (broken down as follows)	69

Identified by DCE

Emotionally Disturbed	7
Learning Disabled	15
Mentally Retarded	11
Speech Impaired	14
TOTAL	47

Previously identified by public schools

Emotionally Disturbed	6
Learning Disabled	11
Mentally Retarded	5
TOTAL	22

Total found ineligible for services	37
-------------------------------------	----

Total whose eligibility determination was deferred	15
--	----

Total determinations on previously deferred cases	18
---	----

Eligible	12
Ineligible	6

YOUTH EVALUATIONS

Total number of youth evaluated	1,314
Total to receive special education services (broken down as follows)	496

Identified by DCE

Emotionally Disturbed	172
Hard of Hearing	1
Learning Disabled	41
Mentally Retarded	23
Speech Impaired	6
TOTAL	243

Previously identified by public schools

Emotionally Disturbed	157
Learning Disabled	82
Mentally Retarded	14
TOTAL	253

Total found ineligible for services 24

Total whose eligibility determination was deferred 102

Total determinations on previously deferred cases 42

Eligible	35
Ineligible	7

FISCAL YEAR 1988-1989 HIGHLIGHTS

- Each special education program completed a self-audit using the standards established by the Council for Exceptional Children.
- A Transition Plan was developed to address the need for transitioning handicapped students back into the community.
- A Special Education Policy Manual combining youth, adult, and surrogate parent procedures and guidelines was completed.
- Special education instructors, vocational instructors, and academic teachers participated in in-service training relating to special education issues.

- The special education division assisted the Virginia Crime Commission staff in developing a service delivery model to provide special education services in the Virginia jail system.

- A computerized IEP program was piloted at Beaumont Learning Center.

- The principles and premises of Outcome Based Education were introduced to all special education staff who then assisted with two OBE pilot programs.

Chapter I Programs

The purpose of the Department of Correctional Education Chapter I program is to supplement existing core school 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 1988-89 grant award, supported through federal funding, was \$745,051. Of this amount, \$623,608 was used for social skills programs in the Youth Learning Centers; \$121,443 was used for adult facility programs. Funds are used for salaries, teaching materials and equipment (including equipment repair), in-service education, travel, program evaluation, and special cultural presentations for students.

Chapter I funds supported a Program Coordinator, an Assistant Coordinator, a Secretary, a Fiscal Technician, and a Transition agent, 14 Chapter I teachers, and 4 instructional assistants.

The DCE operates Chapter I programs in the six Youth Learning Centers and in four adult prisons that have significant youthful offender populations (Harrisonburg, Southampton, St. Brides, and the Youthful Offender Center).

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

Chapter I also complements the basic academic and vocational agenda with special programs and activities. The objective is to raise student levels of career and cultural awareness and to introduce current socially significant topics. Special programs are provided annually to Chapter I students in collaboration with local drama groups and community agencies. Past programs have included a performance series that introduced students to the diverse aspects of the performing arts. One notable program was provided by the Geese Drama Theater. This program was designed to assist students in realizing the significance of sound choices and decision-making.

FISCAL YEAR 1988-1989 HIGHLIGHTS

- The Revised Social Skills Curriculum was completed, and each Chapter I instructor received a copy for review prior to the June Chapter I/Special Education Conference. The document is being field-tested for feedback on its effectiveness.
- The Annual Chapter I/Special Education Conference expanded to include, for the first time, eight adult education instructors.
- The DCE Chapter I Program received the U.S. Department of Education Certificate of Excellence for the Chapter I Programs at the International Reading Association Conference in May, 1989. A profile of the project was also included in Volume V of the Compensatory Education Sourcebook.
- The Chapter I Curriculum was presented at the Correctional Education Association Conference in Colorado Springs.
- The DCE Transition Program, based upon the Washington State Model, has been implemented in the DCE youth schools. Each youth school has been provided with services of a transition specialist; the program is coordinated by the Chapter I Transition Coordinator.

A transition specialist has been assigned to each of the learning centers. The major task of the transition specialists is to assist

DCE students in preparing for reentry into the public schools or employment. To facilitate this process, the transition specialists will work closely with public school counselors and probation officers and will provide input into the development the students' Comprehensive Service Plan.

Library Services

The Department of Correctional Education operates libraries in each of the 18 adult, 7 youth, and 25 correctional unit schools.

Like public school and library systems, DCE libraries serve a population with one common need --information. The DCE's primary goal is to provide reading materials appropriate to the subject interests, reading levels, and growth potentials of the client population.

The DCE currently employs 20 librarians and 6 teacher librarians. Funding for DCE library services is provided for under Title I of the Library Services and Construction Act and is administered by the Virginia State Library. Title I funds total \$159,000. Youth librarians receive additional Chapter II funding in the amount of \$6,000, and the DCE provides supplementary funding to its libraries--focusing on equipment and collection development needs.

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

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

In addition to library acquisitions made by the Virginia State Library and the DCE, a pro-active donation program annually brings in thousands of residual books from a consortium of 25 New York

publishers. Library programs also include occasional video and film showings to mark such special occasions as Black History Week, national elections, 10 year census takings, holidays, and other topical events.

FISCAL YEAR 1988-1989 HIGHLIGHTS

- The DCE librarians attended two meetings this year, spring in Wakefield and summer in Roanoke, allowing participants to share in the developments and exchange idea for growth.
- State book and periodical purchasing contracts through the Virginia State Library (VSL) provided added buying power and invoicing uniformity to the bulk of Title I funding. VSL has purchased eight WinLab computer and Hewlett Packard printers. Using DCE purchased software, there are now a total of 13 up-to-date systems for cataloging information retrieval, circulation control, and business recordkeeping.
- New policies are effective for inter-library loans, donations, and material destructions. Each library now maintains a documentation file in support of American Library Association standards.

Community Volunteer Program (CVP)

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

After consultations with the Department of Volunteerism (DOV), the Department of Corrections (DOC), the Chaplain Service of Virginia, plus DCE central office and school staff, a 24-member, state-wide DCE Volunteerism Task Force was convened. The work of the DCE task force was to strengthen inter-departmental cooperation, communication, and volunteer procedural consistency within Virginia's correctional setting.

Community Volunteer Statistics January 1 through June 30, 1989

Volunteers working with students	
51 Volunteers	276 hrs
Non instructional volunteers	
20 Volunteers	93 hrs
Guest speakers	
18 Speakers	77 hrs
Board, task force members	
26 members	190 hrs
Total Volunteers	115
Total Hours Given	2,536
Value of Vol. Service	\$25,360¹

Donations
(During the period 1/1/89 to 6/30/89, Bon Air Learning Center received the following items as donations: clothing, food, gift certificates, balloons, and a cotton candy machine)

Value of Donations	\$2,125
Total Value of Service and Donations	\$27,485

FISCAL YEAR 1988-1989 HIGHLIGHTS

- The major emphasis was on the development of the Community Volunteer Program Procedures and Resource Manual including Policies and Procedures as well as a complete Volunteer Handbook. In addition, a Community Volunteer Roster was developed, and regular communication with volunteers was established. Also conducted were

¹ For fiscal year 1988-1989, The Volunteer, the national organization for volunteers established the value of volunteer service at \$10.00/hour for all volunteers except farm workers. The Virginia Department of Volunteerism uses the figures provided by this organization and furnishes updated figures as needed to Virginia's state agencies.

surveys on volunteer interests, continuing education, and recognition preferences. Rosters of Active and Inactive Volunteers and a Community Resource List for speakers are ongoing projects.

Particular attention was given to the area of volunteer recognition. A DCE newsletter article, a January letter to principals, "Cheers for Volunteers" handouts distributed at teachers' and principals' meetings, and an April letter to volunteers all focused on volunteer recognition.

Policies and procedures for volunteer recognition were included in the CVP manual with a complete section on recognition covering both volunteers and staff. Volunteers were honored at the Nottoway Correctional Center's graduation ceremonies and at James River's first Volunteer Appreciation Evening. Several volunteers indicated that "Being notified of and included in relevant DCE educational opportunities is the best recognition."

A committee was named to study and make recommendations on literacy tutor training.

THE DCE YOUTH SCHOOLS

During this fiscal year, the DCE youth schools underwent some major changes. These included the following.

1. A 5-1/2 hour daily educational program was established and implemented in the security cottages at Beaumont Learning Center.
2. A staff utilization study was initiated in all of the youth schools.
4. A study on school drop-outs was completed and the results presented to the Virginia Senate Sub-Committee on School Drop-Outs.

5. An Interagency Task Force was established to upgrade youth school programs. The following issues were addressed by the Task Force:

- A. What educational programs should be included in a quality correctional education system?
- B. Is the DCE offering the right programs? Should there be differing programs offered at different facilities based on population, demographics, length of sentence, etc. Should speciality areas be offered at different sites?
- C. What types of transition services should be offered?

The Task Force recommended adoption of the Outcomes-Based Education (OBE) model and the accompanying outcomes-driven developmental process. (For complete discussion of School Improvement Activities, see page 4.)

6. Pilot OBE programs were initiated at Barrett and Natural Bridge Learning centers.
7. School climate projects were completed at Beaumont and Hanover Learning Centers and at the Reception and Diagnostic Center.
8. Youth school policies and procedures were developed.

THE DCE PERSONNEL DIVISION

Personnel Statistics

As of June 30, 1989, the DCE employed 461 staff (394 permanent, full-time and 67 P-14, part-time). (See Appendices H-L for DCE organizational structure.) These can be grouped into the following categories:

Administrators	64
Academic Teachers	186
Vocational Teachers	101
Technicians	15
Paraprofessionals	47
Office Clerical	48

The location of these staff is as follows:

Central Office	38
Youth Learning Centers	183
Adult Schools	203
Field Unit Schools	37

The 461 staff employed by the DCE represent a 10 percent increase above the number of staff employed in fiscal year 1987-1988. With this additional 46 staff, the DCE served a student population that increased 30 percent from fiscal year 1987-1988 to fiscal year 1988-1989, from 2,705 students to 3,508 students.

Principal Internship Program

In 1989 the Department of Correctional Education initiated a Principal Internship Program. The purpose of the program is to ensure a pool of properly trained staff for vacant principal and assistant principal positions and to provide qualified and promising staff the opportunity for professional development in the areas of administration and supervision. All DCE staff who have worked for the agency at least 2 years and who have completed a minimum of 15 hours credit toward a Masters Degree from an accredited university (leading to a principal's endorsement) are eligible to apply for placement in the program.

The program is directed by an Internship Committee whose members are elected annually by

their peers. Solicitations for nominations are published in *The DCE Connection*, and all teacher level professional staff may nominate themselves or others. The Committee selects a maximum of four individuals to serve as principal interns during each fiscal year.

The program consists of three 2-week internships under designated "Master Principals" in an adult and/or youth institution, one week's assignment to Central Office, the completion of assigned skills and reading lists, and a final paper. Master principals are selected each year by the Superintendent and the Regional Directors. Serving as a Master Principal is voluntary.

During fiscal year 1988-89, Roy Haliburton from Hanover Learning Center, Phyllis Wilbur from Augusta Correctional Center, Frances Warsing from Nottoway Correctional Center, and Ann Cavan from Mecklenburg were selected as principal interns. The master principals for the program's first year were Annette Darmenio (Principal, Oak Ridge Learning center), Paul Dianis (Principal, Brunswick Correctional Center), Sharon Trimmer (Principal, Bon Air Learning Center), Lacy Venable (Principal, Mecklenburg Correctional Center) and William Wood (Principal, St. Brides Correctional Center).

The first year of the program was very successful and as a result of vacancies which occurred during the course of the year, two of the four interns are now serving in assistant principal positions, and one has become a principal.

FISCAL YEAR 1988-1989 HIGHLIGHTS

- Eighteen wage positions, primarily field para-professional positions, were converted to permanent positions
- DCE implemented a major administrative reorganization which regionalized the management of DCE adult schools and increased the quality of supervision and the delivery of support services to field personnel. Under the reorganization 11 new positions were established in the central office, and 7 positions were abolished/redefined for a net gain of 4 new positions.

Several staff development initiatives were implemented including the establishment of a DCE Training Committee, standardized security training for all school personnel, and a trimester training schedule. The DCE also adopted a policy requiring all employees to complete 40-hours of agency or approved self-selected training each fiscal year.

In April 1989, the DCE held its first trimester training week in Richmond, Virginia. Centralized training was provided to Central Office administrative staff and DCE principals. Topics addressed included GED, writing skills, classroom management/logical discipline, and learning styles. In addition, vocational instructors participated in self-selected training activities in their teaching areas, highlighted by on-site observation in business, industry, and public technical and vocational education facilities.

THE DCE PLANNING AND EVALUATION DIVISION

During the 1988-1989 fiscal year, the Planning and Evaluation Division accomplished the following:

1. Revised instructional manuals for Youth and Adult School Monthly Reports were prepared and distributed.
2. New monthly report forms for recording student attendance data were developed.
3. The DCE Accelerated Impact Study as it related to the Department of Corrections' Accelerated Intake Program was coordinated and conducted. This study resulted in the establishment of teacher-student ratios for educational programs, maximum program and school capacities, and a 6-hour school day for all adult facilities.
4. Plans were developed for educational programs to be implemented at the new institutions planned for Greenville and Buchanan.

5. The DCE worked with the Department of Criminal Justice Services, an outside consultant, and the Department of Corrections to conduct a needs analysis for the DCE computerized Management Information System (MIS). The analysis was performed to ensure development of an MIS that will meet the DCE's needs for statistical data and report generation.
7. A database was developed and a major study conducted on the educational characteristics of youth committed to the DOC during fiscal year 1987-88.

THE DCE FINANCE DIVISION

The following activities occurred during fiscal year 1988-1989.

1. The Department of General Services conducted a study of DCE purchase procedures and recommended establishment of a separate purchasing department.
2. At the request of the DCE, the Office of the Comptroller conducted a functional analysis of the DCE Finance Division and made several management recommendations currently being implemented.
3. Finance personnel provided training to DCE administrators and principals during the trimester training week.
4. The Finance Division completed implementation of the Commonwealth Integrated Payroll/Personnel System (CIPPS), an on-line computerized payroll system.
5. Purchases were consolidated, and the number of purchase orders processed was reduced by 11 percent.
6. The agency completed its first agency-wide inventory of fixed assets. Significant improvements over the control and

accountability of DCE fixed assets were achieved.

THE DCE INFORMATION OFFICE

The DCE Information Office was created in July 1988 to coordinate and facilitate agency communications both internally and with the public, the media, and outside agencies and organizations.

FISCAL YEAR 1988-1989 HIGHLIGHTS

- Through the work of a committee appointed by the Superintendent, the agency's mission, philosophy, and goal statements were finalized.
- The agency's first *Policy and Procedures Manual* was developed and distributed. The manual covers travel regulations, fiscal policies, personnel, general administration, program operating procedures, adult school operations, and youth school operations.
- A quarterly agency newsletter, *The DCE Connection*, was developed and distributed. The newsletter includes articles from DCE staff, students, and outside agencies and organizations.
- A *DCE Central Office Resource Directory* was developed which lists Central Office staff, their positions, telephone numbers, and work hours and provides a brief position description.
- Two agency brochures were developed. The first is a general brochure depicting the DCE's organizational structure and providing an overall description of the programs and services provided by the DCE. The second brochure focuses on the agency's Literacy Incentive Program. Both have been widely distributed.
- A DCE Information Briefing Book was developed which provided statistical and

descriptive information on DCE operations.

■ The DCE participated in a video-teleconference on correctional education which was broadcast nationwide through public broadcasting satellite linkages. The DCE Superintendent served on a panel of correctional education experts who provided information on their state's programs and answered questions from the audiences attending the video-conference.

■ The DCE Superintendent and other staff participated in newspaper interviews to discuss DCE programs and operations. In addition, the Superintendent and Deputy appeared on a local television news show *Omnibus*.

SPECIAL GRANT INITIATIVES

1. In August 1988 through a technical assistance grant from the National Institute of Corrections (NIC), a consultant expert was hired to conduct an organizational analysis of the DCE. The consultant's recommendations contributed to the DCE regionalization initiative.
2. As discussed in the *School Improvement* section of this report, a grant through Community Research Associates and the Office of Juvenile Justice and Delinquency Prevention, enabled the DCE to schedule a series of "training trainers" seminars for teachers in the areas of cooperative learning strategies, mastery learning, and logical discipline.
3. Following the analysis of DCE's information system conducted by the Department of Criminal Justice Services (see description included in *Planning and Evaluation Section*, page 22), a study was conducted by an NIC-funded consultant on the implementation of technology in the DCE's administrative and instructional processes. The consultant made recommendations with respect to (1) interfacing a DCE information with the

DOC's system's; (2) computerization of student records; (3) information system staffing; and (4) collection of student attendance and achievement data as well as other statistical data needed for generation of reports and studies.

DCE COST DATA

FISCAL YEAR 1988-89 APPROPRIATIONS AND EXPENDITURES

Total appropriations for the Department of Correctional Education in Fiscal Year 1988-89 were \$15,806,059. These included both General Funds (\$14,216,459) and Federal Funds (\$1,589,600).

The DCE's total expenditures for this period were \$15,396,512--\$13,806,912 in General Funds, and \$1,532,746 in Federal Funds.

The distribution of both General Funds and Federal Funds expenditures by category is shown in Exhibit 5, page 25. Federal funds accounted for 12 percent of learning center expenditures, 8 percent of adult school expenditures, 6 percent of correctional unit school expenditures, and 11 percent of central office expenditures.

General Fund Expenditures *Fiscal Year 1988-1989*

The three DCE subprograms from which General Funds are expended are basic skills and knowledge, occupational/vocational, and administration and support. An explanation of each category is provided below.

Basic Skills and Knowledge

This subprogram refers funding allocated to the basic academic programs provided to the adults and youth incarcerated in correctional facilities operated by the Department of Corrections. Adult school programs range from basic skills through GED and include such areas as special education and social skills programs. The Youth Learning Centers offer both alternative education and public school credit curricula.

Occupational/Vocational

As the title indicates, the vocational/occupational subprogram refers to funding allocated to the vocational and apprenticeship training programs provided to DCE students. These competency-based programs are designed to equip students with the technical skills needed to gain employment in the outside workplace.

Administration and Support

The administration subprogram refers to the services required for the management and coordination of DCE programs. The administrative support provided to the schools is designed to ensure the most effective, economical, and efficient delivery of services to the schools and diagnostic centers.

Administrative services include program development, support, supervision, and evaluation; financial management (payroll, accounting, purchasing, and budgeting), personnel and training; planning and research; public information; and data collection, tabulation, and processing. In addition, this category includes services provided by the DCE school principals, assistant principals, and secretaries.

The General Fund appropriation for fiscal year 1988-1989 was as follows:

Basic Skills and Knowledge	\$6,908,261
Occupational/Vocational	3,560,944
Administration and Support	3,747,254

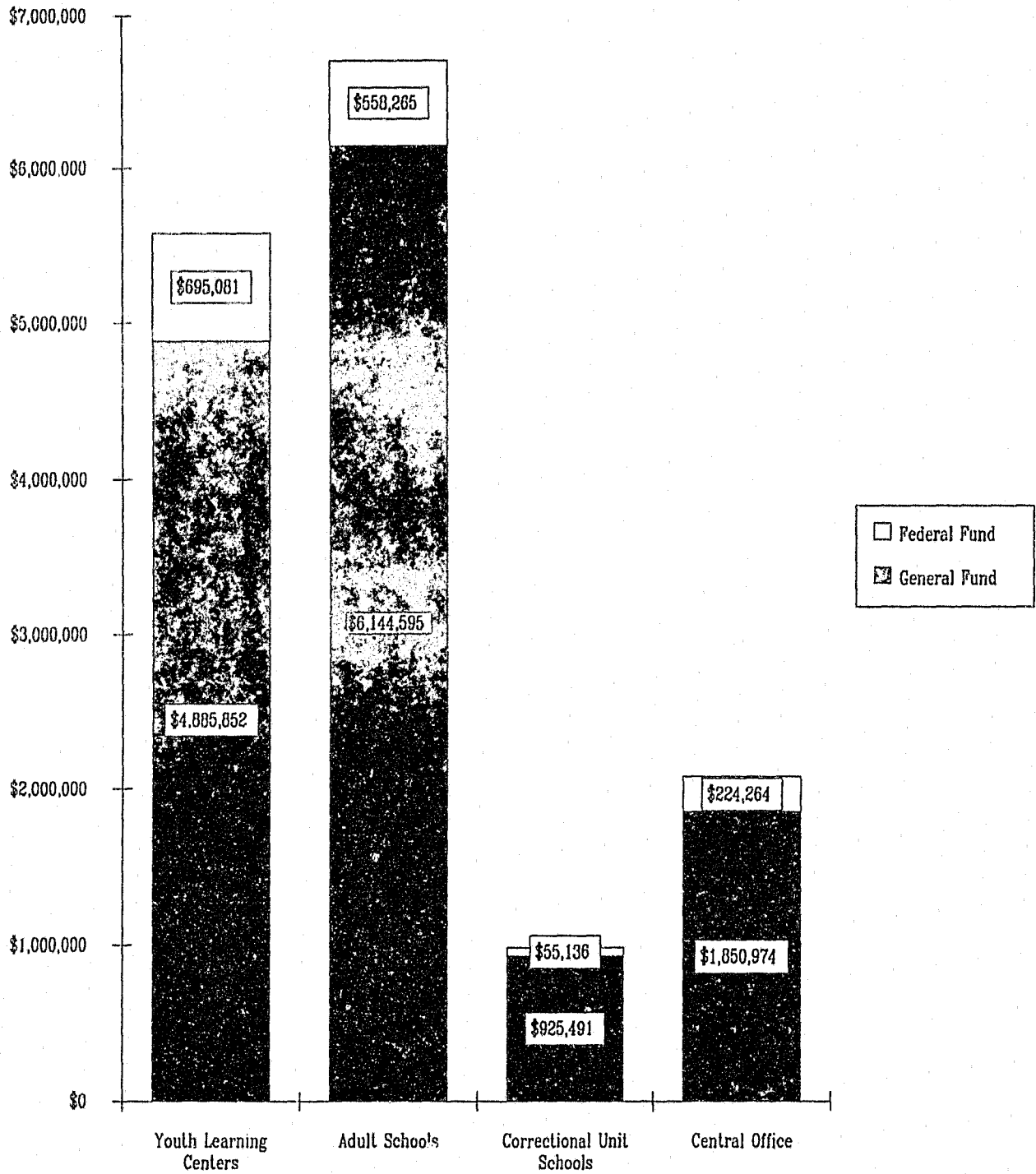
1988-1989 TOTAL GENERAL

FUND APPROPRIATION \$14,216,459

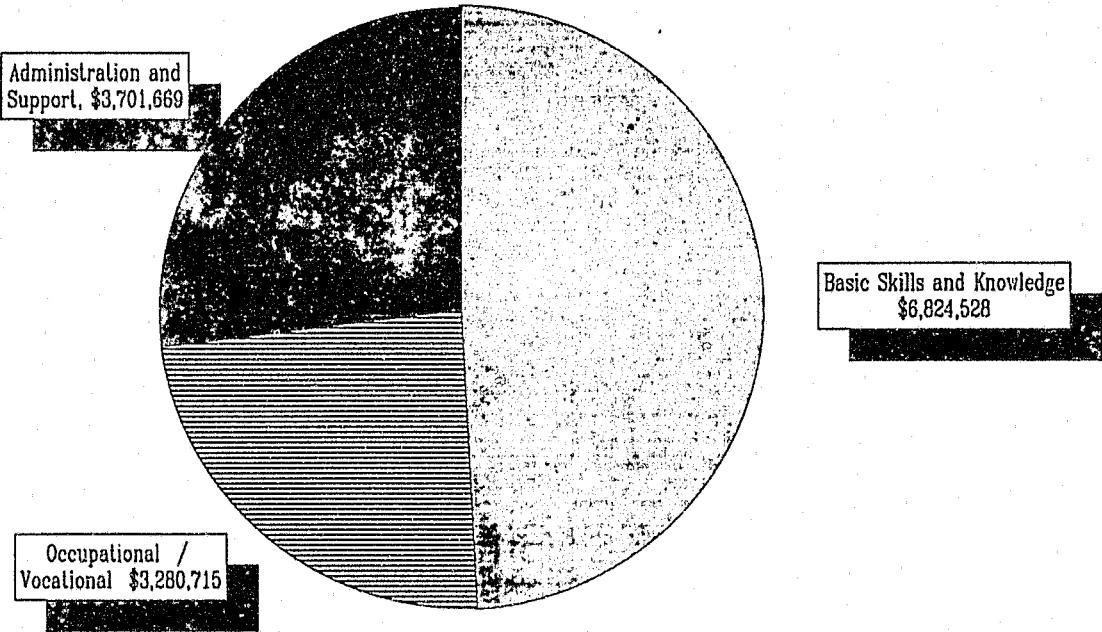
Fiscal year 1988-89 General Fund expenditures are shown in Exhibit 6, page 26. As the pie chart illustrates, the subprogram area of *basic skills and knowledge* accounted for \$6,824,528 or 49 percent of the total General Fund expenditures of \$13,806,912.

Exhibit 5

Distribution of 1988-1989 General and Federal Funds



Fiscal Year 1988 - 1989 General Fund Expenditures



The chart below provides a delineation of General Fund expenditure data by subprogram area in each of the various DCE components.

1988-1989 YOUTH LEARNING

CENTER EXPENDITURES	\$4,885,852
Basic Skills and Knowledge	\$3,170,454
Occupational/Vocational	935,986
Administration and Support	779,412

1988-1989 ADULT SCHOOL EXPENDITURES

EXPENDITURES	\$6,144,595
Basic Skills and Knowledge	\$2,890,094
Occupational/Vocational	2,101,282
Administration and Support	1,153,219

1988-1989 CORRECTIONAL UNIT

SCHOOL EXPENDITURES	\$925,491
Basic Skills and Knowledge	\$537,879
Occupational/Vocational	179,454
Administration and Support	208,158

1988-1989 CENTRAL OFFICE

EXPENDITURES	\$1,850,974
Basic Skills and Knowledge	\$226,101
Occupational/Vocational	63,993
Administration and Support	1,560,880

1988-1989 TOTAL GENERAL

FUND EXPENDITURES	\$13,806,912
--------------------------	---------------------

Federal Fund Expenditures

Fiscal Year 1988-1989

The DCE receives federal funding to help support its programs from the various sources listed below.

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.

Title VI ABE of the Adult Education Act

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

Carl D. Perkins Vocational Education Act of 1985

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

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

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

The Federal Fund appropriation for fiscal year 1988-1989 was as follows:

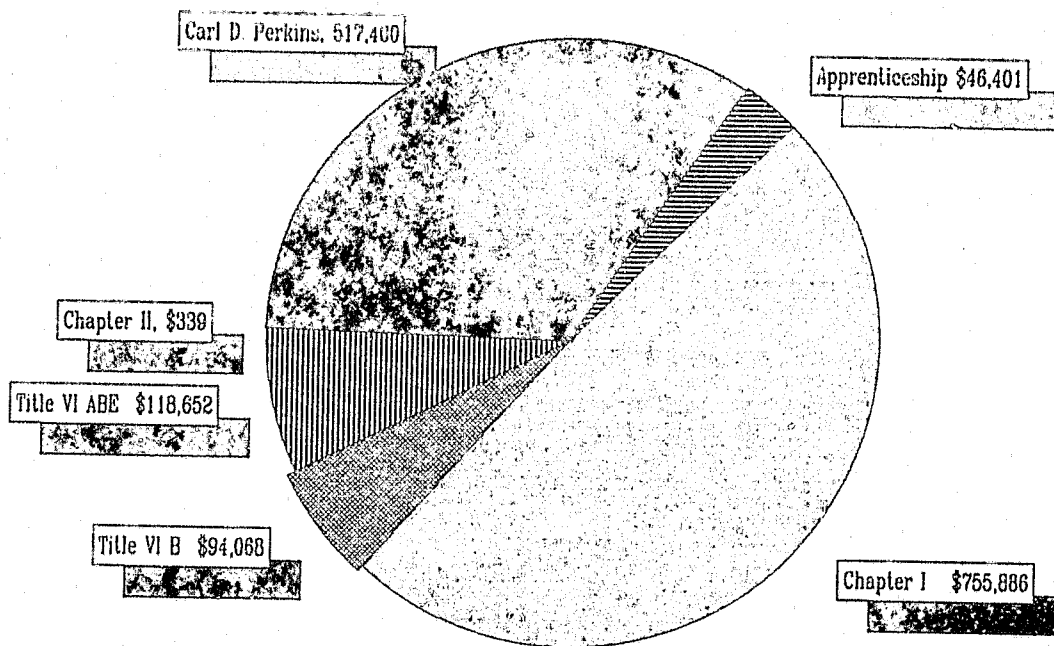
Chapter I	\$745,051
Title VI B	143,908
Title VI ABE	130,000
Carl D. Perkins (Voc. Educ.)	517,400
Chapter II	5,320
Apprenticeship	
Related Studies	47,921

TOTAL FEDERAL FUND

APPROPRIATIONS	\$1,589,600
-----------------------	--------------------

Fiscal year 1988-1989 Federal Funds expenditures appear on Exhibit 7, page 28. As the exhibit shows, the bulk of federal funds were Chapter I monies for neglected and delinquent children. Chapter I funds accounted for 49 percent of the total federal fund expenditures of \$1,532,746. Carl D. Perkins vocational monies accounted for another 36 percent of federal fund expenditures (includes apprenticeship related studies monies).

Fiscal Year 1988-1989 Federal Grant Fund Expenditures



The chart below provides a delineation of Federal Fund Expenditure Data by Subprogram Area in each of the various DCE components.

1988-1989 YOUTH LEARNING CENTER	
EXPENDITURES	\$695,081
Basic Skills and Knowledge	\$522,275
Occupational/Vocational	160,417
Administration and Support	12,389

1988-1989 ADULT SCHOOL	
EXPENDITURES	\$558,265
Basic Skills and Knowledge	\$167,797
Occupational/Vocational	390,468
Administration and Support	----

1988-1989 CORRECTIONAL UNIT SCHOOL	
EXPENDITURES	\$55,136
Basic Skills and Knowledge	\$42,328
Occupational/Vocational	12,808
Administration and Support	----

1988-1989 CENTRAL OFFICE	
EXPENDITURES	\$224,264
Basic Skills and Knowledge	\$70,399
Occupational/Vocational	----
Administration and Support	153,865

1988-1989 Total Federal Fund Expenditures by Subprogram

Basic Skills and Knowledge	\$802,799
Occupational/Vocational	563,693
Administration and Support	166,254

1988-1989 TOTAL FEDERAL FUND	
EXPENDITURES	\$1,532,746

Per Student Costs in Adult Schools
Fiscal Year 1988-1989

Expenditures for all Adult Schools in fiscal year 1988-89 were \$8,755,757 as compared to \$7,802,820 in fiscal year 1987-1988. These expenditures are shown below by subprogram. A total of 11,181 students were served at an annual average cost per

student of \$783. This represents an increase of only 1.9 percent from the previous fiscal year when 10,151 students were served at a per student cost of \$769.

<i>Subprogram 197-0100</i>	
<i>Basic Skills and Knowledge</i>	
Costs in Adult Schools	\$3,399,489

<i>Subprogram 197-0300</i>	
<i>Occupational/Vocational</i>	
Costs in Adult Schools	2,683,909

<i>Subprogram 199-0000</i>	
<i>Administration and Support</i>	
Costs in Adult Schools	<u>1,332,613</u>

Total School Costs	\$7,416,011
---------------------------	--------------------

Number of Students Served = 11,181

Average Per Student	
School Costs	\$663

<i>Total school costs</i>	\$7,416,011
---------------------------	--------------------

<i>Cost of Central Office</i>	
<i>Support to Adult Schools</i>	1,072,269

<i>Cost of Diagnostic Center</i>	
<i>Support to Adult Schools*</i>	<u>267,477</u>

Total Adult School Costs	\$8,755,757
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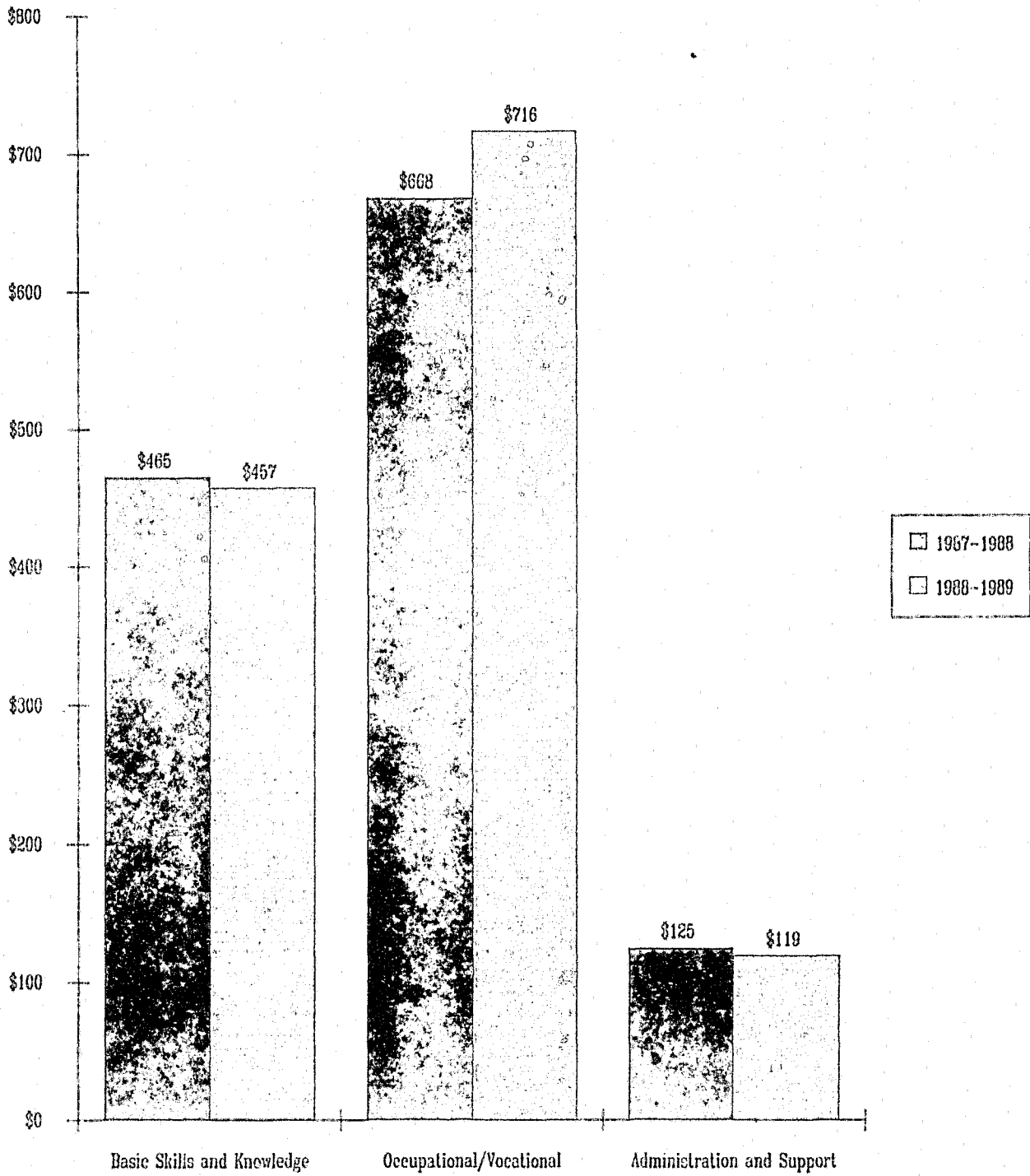
Number of students served = 11,181

AVERAGE ANNUAL PER STUDENT COST FOR ADULT SCHOOLS \$783

** Includes Powhatan and Southampton Reception and Classification Centers*

A comparison of the per student cost by subprogram is shown in Exhibit 8, page 30. A reduction in the Administrative and Support category (199-01) of 5 percent was achieved in fiscal year 1988-1989.

Comparison of Per Student Costs in Adult Schools by Subprogram



Per Student Costs in Youth Learning Centers
Fiscal Year 1988-1989

The expenditures for all Youth Learning Centers were \$6,359,636 in fiscal year 1988-89 as compared to \$5,802,795 in fiscal year 1987-1988. The expenditures by subprogram are shown below. A total of 2,917 students were served at an annual average cost per student of \$2,180. In the previous fiscal year 2,465 students were served at a per student cost of \$2,354. The annual cost of serving a student in the DCE Youth Schools is 64 percent higher than the per student cost in the adult schools. This is because the youth are in school for 5-1/2 hours per day, whereas the typical adult student is in school for only one period per day year (1-1/2 hours) if he/she is taking academic classes and for 2 periods per day (3 hours) if he/she is a vocational student.

The chart below depicts the per student costs in the learning centers by subprogram area.

Subprogram 197-0100
Basic Skills and Knowledge
 Costs in Learning Centers \$3,327,085

Subprogram 197-0300
Occupational/Vocational
 Costs in Learning Centers 1,095,405

Subprogram 199-0000
Administration and Support
 Costs in Learning Centers 706,597

Total School Costs 5,129,087

Number of students served = 2,917

Average Per Student
School Costs \$1,758

Total school costs \$5,129,087

Cost of Central Office
Support to Learning Centers 778,705

Cost of Diagnostic Center
Support to Learning Centers 451,844

Total Cost of Learning Centers \$6,359,636

Number of students served = 2,917

AVERAGE ANNUAL PER STUDENT COST FOR LEARNING CENTERS \$2,180

A comparison of the per student cost between fiscal year 1987-88 and fiscal year 1988-89 by subprogram appears in Exhibit 9, page 32. A 19 percent reduction in the Administrative and Support (199-01) subprogram was achieved in fiscal year 1988-89.

In Exhibit 10, page 33, a comparison between the per student cost of FY 1987-88 and FY 1988-89 is shown.

Comparison of Per Student Cost in Youth Schools

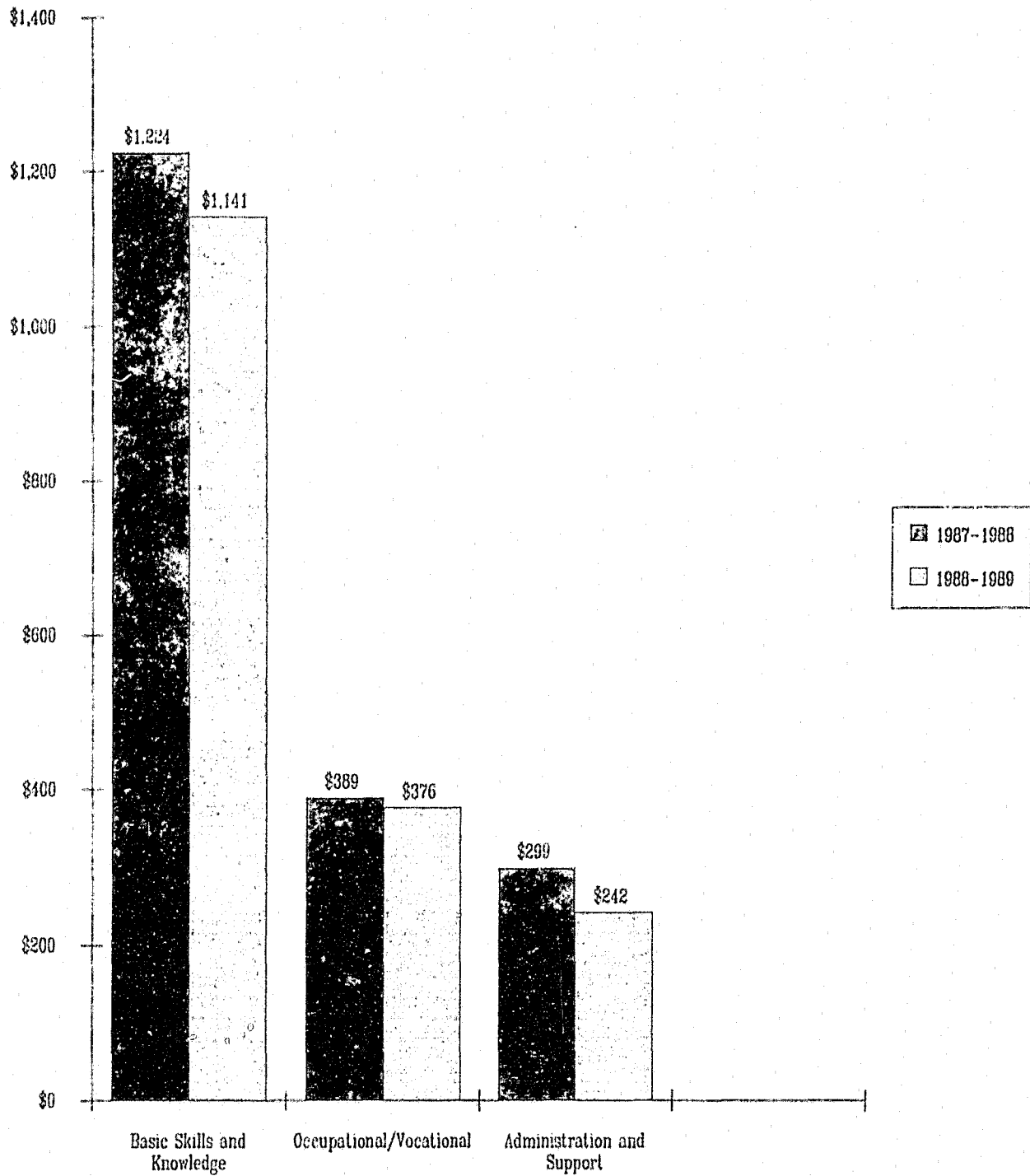
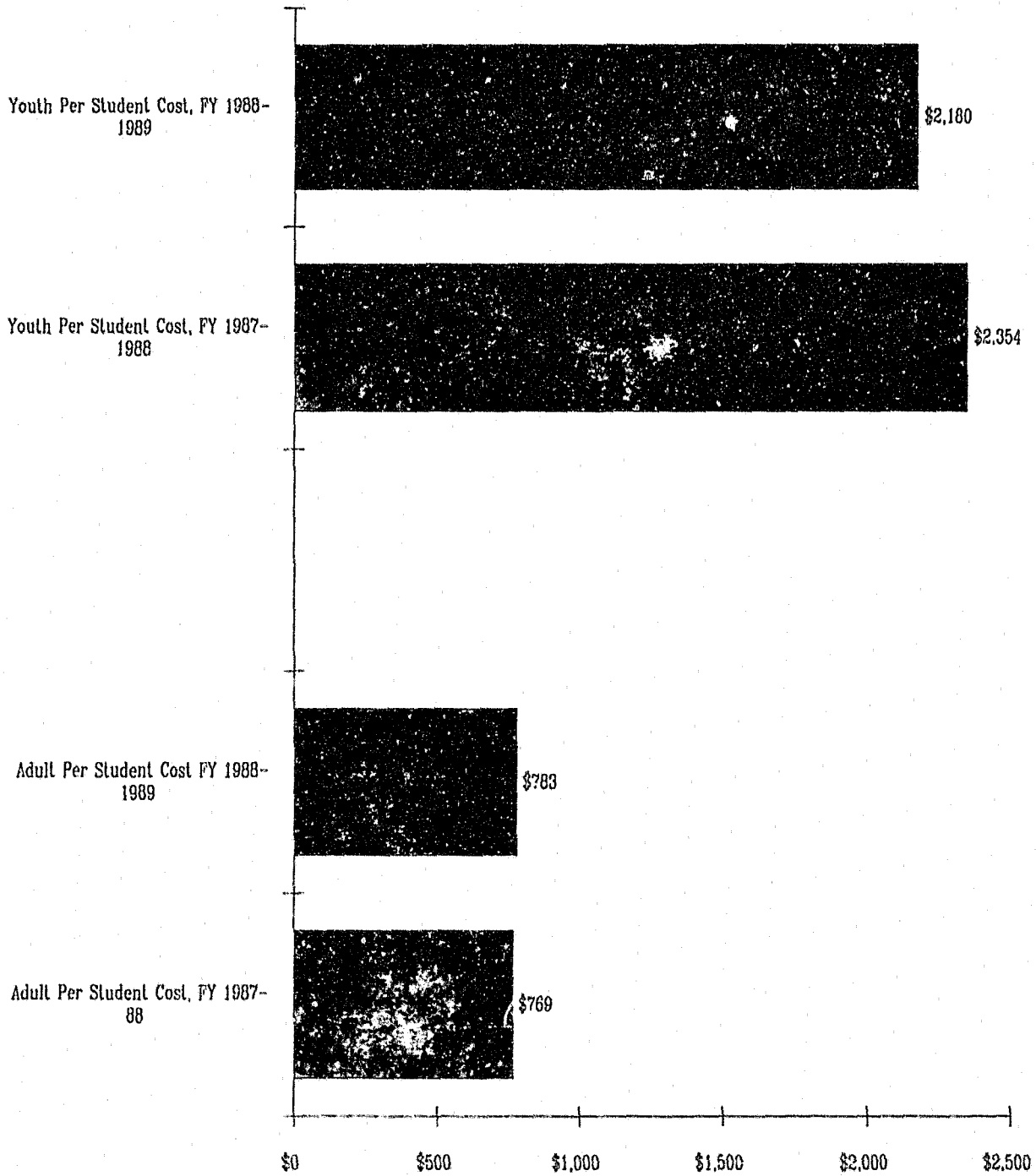


Exhibit 10

Comparison of Fiscal Year 1987-1988 and Fiscal Year 1988-1989 Per Student Costs



APPENDICES

Enabling Legislation (Amended)

Section 22.1-338 CODE OF VIRGINIA Section 22.1-345

CHAPTER 18.

DEPARTMENT OF CORRECTIONAL EDUCATION

Sec.

22.1-339. Definitions

22.1-340. Authority continued as Department of Correctional Education

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

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

22.1-343. Powers and duties of Board

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

22.1-345. Compliance with applicable regulations and statutes.

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

"Department" means the Department of Correctional Education.

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

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

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

1985 amendments rewrote this section.

Section 22.1-341. Supervision of Department: composition of Board; terms and vacancies.--The Board of the Rehabilitative School Authority is continued and shall hereafter be known as the Board of Correctional Education. The supervision of the Department shall be vested in the Board of Correctional Education. The Board shall be composed of seven members who shall be appointed by the Governor, subject to confirmation by the General Assembly. Members shall be appointed for terms of four years each except that whenever a vacancy occurs other than by expiration of a term, the Governor shall appoint a member for the remainder of that term. No member shall serve more than two consecutive four-year terms. The chairman of the Virginia Parole Board, two persons designated by the Director of the Department of Corrections and the director of Vocational Education in the

Department of Education shall serve as ex-officio members without vote. (Code 1950, Section 22-41.2; 1974, c. 394; 1976, c. 723; 1979, c. 700; 1980, c. 559; 1985, c. 448.)

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

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

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

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

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

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

Section 22.1-344.1. Literacy program.--In coordination with the Department of Corrections and the Parole Board, the Superintendent shall develop a functional literacy program for inmates testing below a selected grade level, which shall be at least at the eighth grade level. The program shall

include guidelines for implementation and test administration, participation requirements, and criteria for satisfactory completion.

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

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

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

ADULT SCHOOL PROGRAMS

	ABE	GED	LIP	Spec. Educ.	Chap. 1	Voc. Educ.	Ap- prent.	Coll.	Libr.	Seg.
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	
Buckingham	X	X	X			X	X	X	X	
Deerfield	X	X	X			X		X	X	
Harrisonburg	X	X	X	X	X	X			X	
James River	X	X	X			X	X	X	X	
Marion	X	X	X	X		X			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	
St. Brides	X	X	X	X	X	X	X	X	X	
VCCW	X	X	X	X		X	X	X	X	X
State Penitentiary	X	X	X			X	X		X	
Youthful Of- fender Center	X	X	X	X	X	X			X	

DEPARTMENT OF CORRECTIONAL EDUCATION

Adult School Program Offerings by Institution

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

APPALACHIAN CORRECTIONAL UNIT

Academic Programs: ABE, GED, LIP

Vocational Programs: Auto Mechanics, Masonry, Welding

Apprenticeship Programs: None

College Programs: None

Other: Library Services

AUGUSTA CORRECTIONAL CENTER

Academic Programs: ABE, GED, LIP

Vocational Programs: Computer Repair, Dry Wall Installation/Finishing, Floor Covering/Tile, Shoe Repair

Apprenticeship Programs: Baker, Cook, Electrician, Plumber

College Programs: (Blue Ridge Community College) General Studies

Other: Library Services

BLAND CORRECTIONAL CENTER

Academic Programs: ABE, GED, LIP

Vocational Programs: Building Trades, Commercial Foods, Masonry, Small Engine Repair, Waste Water Operator

Apprenticeship Programs: Baker, Bricklayer, Carpenter, Cook, Electrician, Meat Cutter/Butcher,

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, Office Machine Repair

Apprenticeship Programs: Auto Body Repairman, Auto Mechanic, Auto Painter, Auto Upholsterer, Baker, Carpenter, Cook, Electrician, Plumber, Upholsterer

College Programs: (Southside Community College) General Studies

Other: Library Services, Educational Evaluation for Parole Violator Unit

BUCKINGHAM CORRECTIONAL CENTER

Academic Programs: ABE, GED, LIP

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

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

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

Other: Library Services, Educational Evaluation for Parole Violator Unit

CORRECTIONAL FIELD UNITS

Academic Programs: ABE, GED, LIP

Vocational Programs: Brick Masonry (Unit 13), Climate Control (Unit 25), Small Engine (Unit 23), Woodworking (Unit 28)

Apprenticeship Programs: Meat Cutter/Butcher (Unit 2); Baker, Cook, Meatcutter, and Butcher (Unit 13); Cook (Unit 16); Sign Writer (Unit 23)

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

Other: Library Services

DEERFIELD CORRECTIONAL CENTER

Academic Programs: ABE, GED, LIP

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

Apprenticeship Programs: None

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

Other: Library Services

HARRISONBURG CORRECTIONAL UNIT

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

Vocational Programs: Climate Control, Electricity

Apprenticeship Programs: None

College Programs: None

Other: Library Services

JAMES RIVER CORRECTIONAL CENTER

Academic Programs: ABE, GED, LIP

Vocational Programs: Welding

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

College Programs: (J. Sargeant Reynolds Community College) Accounting, Business, Computer Science, General Studies

Other: Library Services

MARION CORRECTIONAL TREATMENT CENTER

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

MECKLENBURG CORRECTIONAL CENTER

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

NOTTOWAY CORRECTIONAL CENTER

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

POWHATAN CORRECTIONAL CENTER

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

SOUTHAMPTON CORRECTIONAL CENTER

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

STAUNTON CORRECTIONAL CENTER

Academic Programs: ABE, GED, LIP

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

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

College Programs: (Blue Ridge Community College) General Studies

Other: Library Services

ST. BRIDES CORRECTIONAL CENTER

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

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

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

College Programs: (Tidewater Community College) General Studies

Other: Library Services

VIRGINIA CORRECTIONAL CENTER FOR WOMEN

Academic Programs: ABE, GED, LIP, Special Education

Vocational Programs: Drafting, Cosmetology, Office Services

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

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

Other: Library Services

VIRGINIA STATE PENITENTIARY

Academic Programs: ABE, GED, LIP

Vocational Programs: Radio and Television Repair

Apprenticeship Programs: Radio and TV Repairman

College Programs: None

Other: Library Services

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

YOUTHFUL OFFENDER CENTER

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

Vocational Programs: Building Maintenance, Major Appliance Repair, Welding

Apprenticeship Programs: None

College Programs: None

Other: Library Services

YOUTH SCHOOL PROGRAMS

	Lang. Arts	Math	Soc. Skill	Spec. Educ.	Fine Arts	Phys. Educ/ Healt.	Libr.	Voc. Educ.	Work Rel.	Arts Crfts.
Barrett	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		
Natural Bridge	X	X	X	X		X	X	X		
Oak Ridge	X	X	X	X		X	X	X		

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

DEPARTMENT OF CORRECTIONAL EDUCATION

Youth Learning Center Program Offerings by Institution

BARRETT LEARNING CENTER

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

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

Other: Library Services

BON AIR LEARNING CENTER

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

Vocational Programs: Small Engine Repair, Woodworking, Building Maintenance

Other: Library Services

NATURAL BRIDGE LEARNING CENTER

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

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

Other: Library Services

OAK RIDGE LEARNING CENTER

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

Vocational Programs: Building Maintenance, Fast Foods

Other: Library Services

CORRECTIONAL FIELD UNIT PROGRAMS

	ABE	GED	LIP	Voc. Educ.	Ap- prent.	Lib- rary	Coll.
Unit 1, Pulaski	X	X				X	
Unit 2, Caroline	X	X	X			X	
Unit 3, Nansemond	X	X				X	
Unit 4, Baskerville	X	X				X	
Unit 7, White Post	X	X				X	X
Unit 9, Rustburg	X	X		X		X	
Unit 10, Greenville	X	X				X	
Unit 11, Culpeper	X	X				X	
Unit 12, Fluvanna	X	X				X	
Unit 13, Pocahontas	X	X	X	X	X	X	
Unit 15, Chatham	X	X	X			X	
Unit 16, New Kent	X	X				X	
Unit 17, Haynesville	X	X				X	
Unit 18, Wise	X	X				X	X
Unit 20, Capron	X	X				X	
Unit 21, Stafford	X	X	X			X	
Unit 22, Tidewater	X	X	X			X	
Unit 23, Halifax	X	X		X	X	X	
Unit 24, Smith Mt. Lk	X	X	X			X	
Unit 25, Botetourt	X	X	X	X		X	
Unit 26, Haymarket	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	

DEPARTMENT OF CORRECTIONAL EDUCATION

Vocational and Apprenticeship Programs

Vocational Programs

YOUTH SCHOOLS

Auto Body
Auto Service
Brick Masonry
Building Maintenance
Career Education
Child Care
Commercial Foods
Electricity
Fast Foods Food Service
Interior/Exterior Painting
Masonry
Nurses Aide Work
Office Services
Residential Cleaning Services
Small Engine Repair
Woodworking Technical Educ.
Woodworking Technology
Work Experience

ADULT SCHOOLS

Appliance Repair
Auto Body
Auto Mechanics
Barbering
Brick Masonry
Building Maintenance
Building Trades
Carpentry
Climate Control
Commercial Foods
Commercial Sewing
Computer Repair
Cosmetology
Drafting
Drywall Installation
Electricity
Electronics
Floor Covering/Tile Install.
Furniture Repair
Heavy Equipment Operations

Industrial Maintenance
Mechanics
Office Machine Repair
Office Services
Plumbing
Printing
Radio/TV Repair
Sheet Metal
Shoe and Leather Repair
Small Engine Repair
Upholstery
Wastewater Treatment
Water/Wastewater Treat.
Welding
Woodworking
Occupations

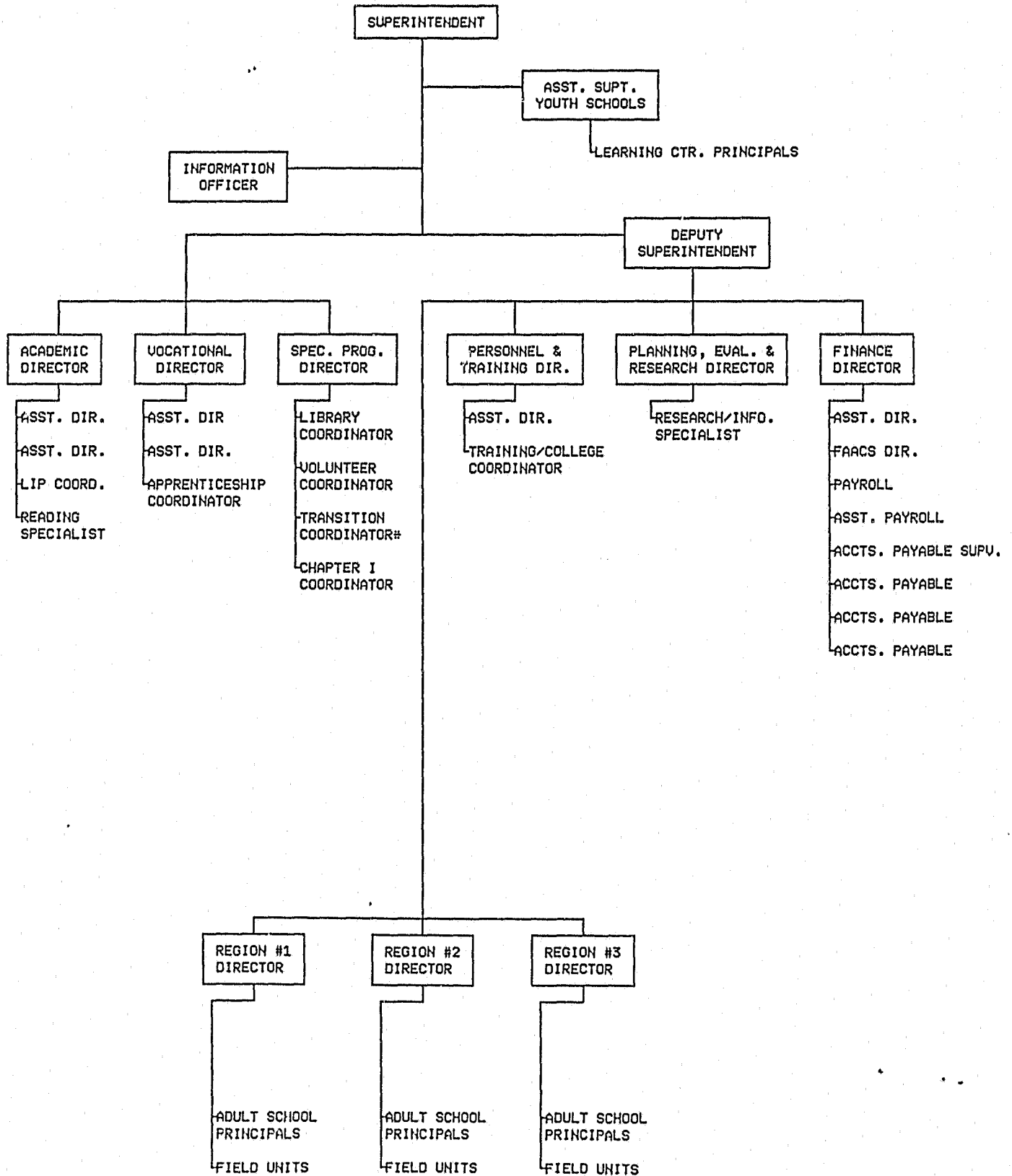
**Apprenticeship Training Programs
(Adult Schools Only)**

Auto Mechanic
Auto Body Repairer
Auto Painter
Auto Upholsterer
Baker
Boiler Operator
Building Maintenance Person
Cabinet-Maker
Carpenter
Cement Mason
Climate Controller

Heavy Equipment Operator
Industrial Maintenance Mechanic
Lithographer
Machine Shop Worker
Meat Cutter/Butcher
Offset Printer
Painter
Pattern Maker
Plumber
Radio/TV Repairer
Sewing Machine Operator

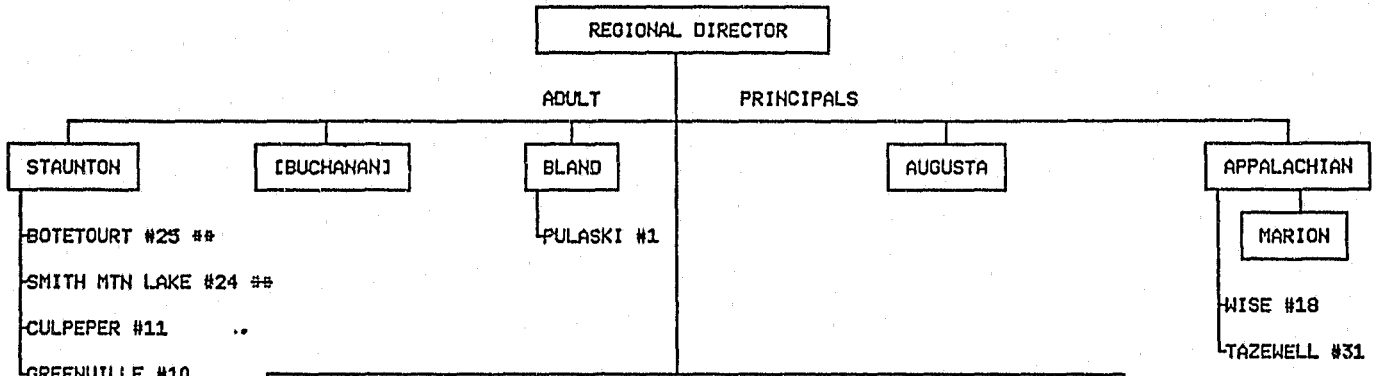
Cook
Dental Laboratory Technician
Drafter
Electrician (Industrial)
Electrician (Maintenance)
Electrician (Electronics)
Farm Equipment Mechanic
Floral Designer
Furniture Repairer/Finisher

Shoe Repairer/Manufacturer
Sheet Metal Worker
Shop Tailor
Sign Writer
Upholsterer
Water Treatment Plant Operator
Waste Water Treatment Plant Operator
Welder



DEPARTMENT OF CORRECTIONAL EDUCATION
 ORGANIZATIONAL CHART
 REGION #1—WESTERN

Appendix I



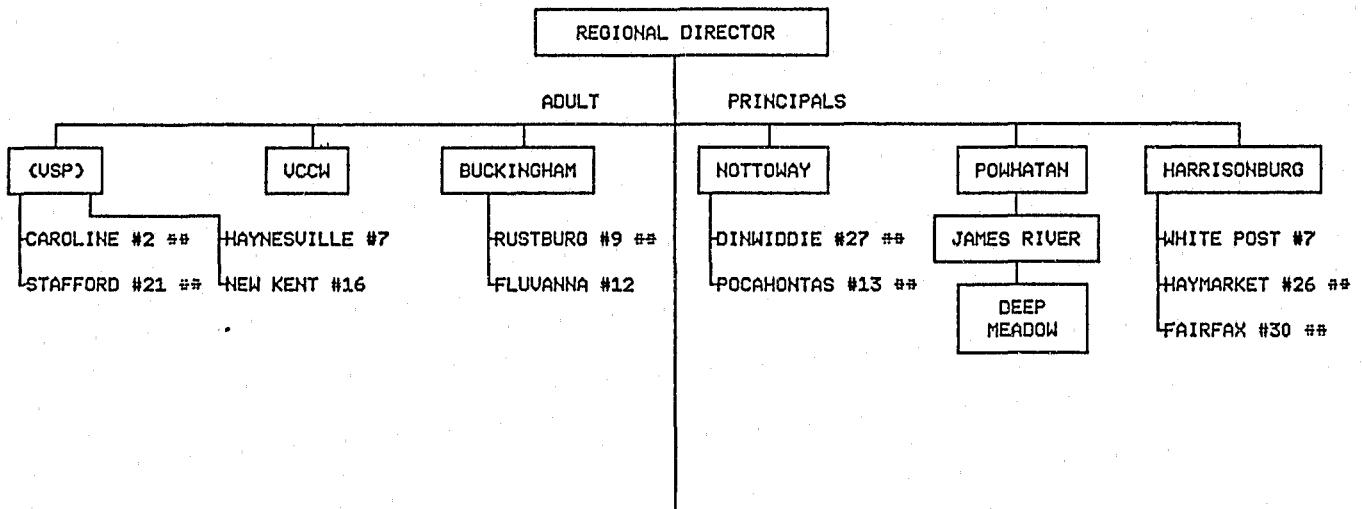
- PROVIDES TECHNICAL ASSISTANCE TO JAILS:
- | | |
|-----------------------|----------------------------|
| 1. BRISTOL CITY | 24. GRAYSON CO. |
| 2. CLIFTON FORGE CITY | 25. HALIFAX CO. |
| 3. DANVILLE CITY | 26. HENRY CO. |
| 4. LYNCHBURG CITY | 27. HIGHLAND CO. |
| 5. MARTINSVILLE CITY | 28. LEE CO. |
| 6. RADFORD CITY | 29. MONTGOMERY CO. |
| 7. ROANOKE CITY | 30. NELSON CO. |
| 8. ALLEGHANY CO. | 31. PATRICK CO. |
| 9. AMHERST CO. | 32. PITTSYLVANIA CO. |
| 10. APPOMATTOX CO. | 33. PULASKI CO. |
| 11. AUGUSTA CO. | 34. ROANOKE CO. |
| 12. BATH CO. | 35. ROCKBRIDGE CO. |
| 13. BEDFORD CO. | 36. ROCKINGHAM CO. |
| 14. BLAND CO. | 37. RUSSELL CO. |
| 15. BOTETOURT CO. | 38. SCOTT CO. |
| 16. BUCHANAN CO. | 39. SMYTH CO. |
| 17. CAMPBELL CO. | 40. TAZEWELL CO. |
| 18. CARROLL CO. | 41. WASHINGTON CO. |
| 19. CHARLOTTE CO. | 42. WISE CO. |
| 20. DICKENSON CO. | 43. WYTHE CO. |
| 21. FLOYD CO. | 44. DANVILLE CITY FARM |
| 22. FRANKLIN CO. | 45. MARTINSVILLE CITY FARM |
| 23. GILES CO. | |

KEY

[] = DUE TO OPEN IN 1990
 ## = FULL TIME PROGRAMS

DEPARTMENT OF CORRECTIONAL EDUCATION
 ORGANIZATIONAL CHART
 REGION #2--CENTRAL

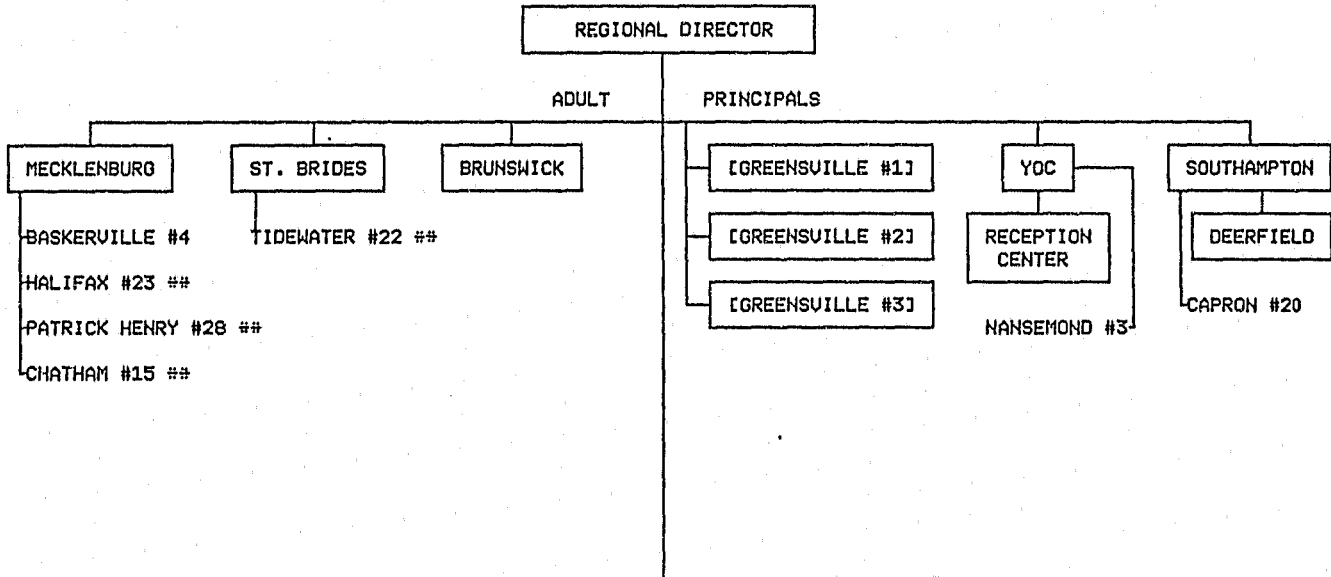
Appendix J



- PROVIDES TECHNICAL ASSISTANCE TO JAILS:
- | | |
|--|------------------------|
| 1. ALEXANDRIA CITY | 15. HANOVER CO. |
| 2. PETERSBURG CITY | 16. HENRICO CO. |
| 3. RICHMOND CITY | 17. LANCASTER CO. |
| 4. WILLIAMSBURG CITY | 18. LOUDOUN CO. |
| 5. ARLINGTON CO. | 19. LOUISA CO. |
| 6. CAROLINE CO. | 20. NORTHUMBERLAND CO. |
| 7. CHESTERFIELD CO. | 21. NOTTOWAY CO. |
| 8. CLARKE CO. | 22. ORANGE CO. |
| 9. CULPEPER CO. | 23. PAGE CO. |
| 10. DINWIDDIE CO. | 24. RAPPAHANNOCK CO. |
| 11. FAIRFAX CO. | 24. RICHMOND CO. |
| 12. FAUQUIER CO. | 26. SHENANDOAH CO. |
| 13. FREDRICK CO. | 27. STAFFORD CO. |
| 14. GLOUCESTER CO. | 28. WARREN CO. |
| 29. WESTMORELAND CO. | |
| 30. ALBEMARLE-CHARLOTTESVILLE JOINT SECURITY COMPLEX | |
| 31. MIDDLE PENINSULA SECURITY CENTER | |
| 32. PETERSBURG CITY JAIL FARM | |
| 33. PIEDMONT REGIONAL JAIL | |
| 34. PRINCE WILLIAM-MANASSAS DETENTION CENTER | |
| 35. RAPPAHANNOCK SECURITY CENTER | |

KEY

() = DUE TO CLOSE IN 1990
 ## = FULL TIME PROGRAMS



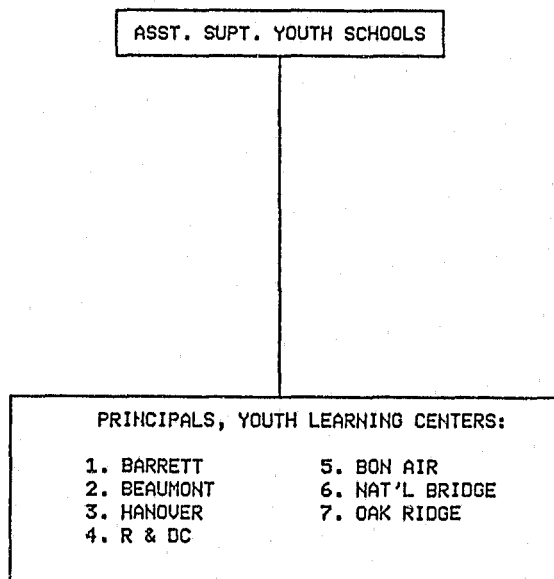
- PROVIDES TECHNICAL ASSISTANCE TO JAILS:
- | | |
|------------------------|----------------------------|
| 1. CHESAPEAKE CITY | 9. MECKLENBURG CO. |
| 2. HAMPTON CITY | 10. SOUTHAMPTON CO. |
| 3. NEWPORT NEWS CITY | 11. SUSSEX CO. |
| 4. NORFOLK CITY | 12. YORK CO. |
| 5. PORTSMOUTH CITY | 13. ACCOMACK CO. |
| 6. SUFFOLK CITY | 14. NORTHAMPTON CO. |
| 7. VIRGINIA BEACH CITY | 15. NEWPORT NEWS CITY FARM |
| 8. GREENSVILLE CO. | |

KEY

[] = DUE TO OPEN IN 1990
 ## = FULL TIME PROGRAMS

DEPARTMENT OF CORRECTIONAL EDUCATION
ORGANIZATIONAL CHART
YOUTH SCHOOLS

Appendix L



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By
DCE
Adult School
Students
Offset Printing Class
Mecklenburg
