

**REPORT OF THE
SECRETARY OF PUBLIC SAFETY**

**Status Report: Vocational
Programs Operated by the
Department of Correctional
Education in Adult and Juvenile
Correctional Facilities in the
Commonwealth of Virginia**

**TO THE GOVERNOR AND
THE GENERAL ASSEMBLY OF VIRGINIA**



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Report on the Vocational Programs

Operated by the
Department of Correctional Education

In
Adult and Juvenile Correctional Facilities

In the
Commonwealth of Virginia

October 2006



Code Citations:

The following code citations relate to the operation of the Department of Correctional Education (DCE) and/or its “vocational programs,” hereafter referred to as Career and Technical Education programs. The terminology was changed by both federal and state legislation. Section 22.1-227.01 of the *Code of Virginia* defines Career and Technical Education as, “. . . an organized education program offering a sequence of courses that may incorporate field, laboratory, and classroom instruction; and that emphasize career and technical occupational experiences and are designed to prepare individuals for further education and gainful employment.

DCE is mandated through Sections 22.1-339-345 of the *Code of Virginia* to provide appropriate and comprehensive educational services in those institutions operated by the Department of Corrections (DOC) and the Department of Juvenile Justice (DJJ). Furthermore, DCE must comply with applicable federal regulations and statutes.

As a Local Education Agency (Section 22.1-340, *Code of Virginia*), DCE is the system of schools providing education for persons committed to the institutions. The DCE system includes elementary, secondary, vocational, technical, adult, limited post-secondary, and special education programs.

Virginia’s compulsory attendance law (Section 22.1-254, *Code of Virginia*) requires all students under 18 years of age to attend school on a full-time basis. This also places our juvenile schools under the mandates of Virginia’s Standards of Quality (Sections 22.1-253.13:1 through 22.1-253.13:8, *Code of Virginia*). School reenrollment plans are required for each student of compulsory school attendance age in our juvenile schools (Section 22.1-344.B, *Code of Virginia*).

Additionally, the Superintendent of DCE is required to develop and implement a literacy program for inmates testing below the eighth grade level (Sections 22.1-344 & 22.1-344.1, *Code of Virginia*). The Code defines “functional literacy” as those educational skills necessary to function independently in society, including, but not limited to, reading, writing, comprehension, and arithmetic computation.

Finally, Section 22.1-342.1 of the *Code* directs the Department of Personnel and Training to establish a system of salary schedules for DCE teachers that endeavor to be competitive with those in effect for local school systems where DCE schools are located.

Adult Career and Technical Education (CTE) Programs:

Students in the adult system learn competencies recognized as being required for entry-level employment. Competencies are revised as necessary to keep programs up-to-date with regard to changes in technology, products, and trade practices. The adult program curriculum format utilizes job titles as a means of organizing units of instruction and giving students a realistic view of the kinds of jobs they will be qualified to seek.

Emphasis is placed on development of desirable employability skills by every student. Students work individually and in groups to build technical skills and the ability to work with others. Because of inmate movement, students begin courses throughout the year. We refer to this as open entry open exit. In order to assist the teacher handle students working at many places in the curriculum, DCE relies heavily on the use of inmate aides to assist in the instructional process. These aides have usually completed the course or have prior experience in the particular trade or business.

DCE currently offers 36 different programs in the adult system. These are located at 35 different of adult facilities. DCE has 138 adult CTE positions, 111 are filled, 12 are vacant, and 15 are being held due to a lack of funding. Programs are listed below in two different tables, showing the number of programs and the location of programs. Programs range in length from about 6 months to 18 months, depending on the nature of the program and the ability level of the student. The overall average is about 10 months of elapsed time for a student to complete an entire program.

Program	Number of Programs¹
Auto Body Repair	3
Automotive Technology and Service	4
Barbering	2
Building Maintenance Repair	3
Building Trades	1
Business Software Applications	10
Cabinet Making	3
Canine Handling	1
Carpentry	4
Communication Arts and Design	3
Commercial Foods	3
Computer Literacy	10
Computer Systems Technology	3
Consumer Electronics	1
Cosmetology	1
Custodial Maintenance/Sanitation	8
Digital Imaging and Print Production	1
Drafting/CAD	3
Electricity	9
Floor Covering	1
Graphic Communication and Print Production	3
Heating, Ventilation, Air Conditioning, and Refrigeration	3
Horticulture (Landscaping & Greenhouse Management)	3
Industrial Maintenance	1
Introduction to Computers	10
Masonry	7
Optical Technology	2

¹ Note: Some teachers teach more than one course at some facilities.

Program	Number of Programs²
Painting/Drywall	2
Pipefitting	1
Plumbing	5
Roofing and Siding	1
Sheet Metal	3
Small Engine Repair	3
Upholstery	4
Water/Waste Water Treatment	2
Welding	3

² Note: Some teachers teach more than one course at some facilities.

Listing of programs by School (Adult Facilities)

APPALACHIAN

Automotive & Technology Services
Welding

AUGUSTA

Custodial Maintenance/Sanitation
Drywall
Business Software Applications

BLAND

Building Trades
Commercial Foods
▪ *Masonry*
▪ Small Engine Repair
Water/Waste Water Treatment

BRUNSWICK

Auto Body Repair
Auto Body Repair
Automotive & Technology Services
Introduction to Computers &
Business Software Applications
Upholstery

BUCKINGHAM

Commercial Foods
Electricity
Sheet Metal

COFFEEWOOD

Floor Covering
Industrial Maintenance Mechanics
Optical Technology
Small Engine Repair

DEEP MEADOW

Modified Vocational Program
(Computer Literacy)
(Theory of Small Engine Repair)

DEERFIELD

Introduction to Computers/
Computer Literacy
Electricity

DILLWYN

Computer Systems Technology
Sheet Metal
Welding

FLUVANNA

Building Maintenance Repair
Business Software Applications
Cosmetology
Drafting/CAD
Electricity
Digital Imaging & Print Production
HVAC/Refrigeration
Optical Technology
Vocational Assessment

GREENSVILLE

Barbering
Custodial Maintenance/Sanitation
Cabinet Making
Commercial Arts & Design
Computer Systems Technology
Electricity
Horticulture
HVAC/Refrigeration
**Plumbing
Upholstery

HAYNESVILLE

Barbering
Electricity
Masonry
Upholstery

INDIAN CREEK

Carpentry
Small Engine Repair
Upholstery

JAMES RIVER

Drafting/CAD
Electronics (Consumer Electronics)
Computer Systems Technology
▪ *Welding*

KEEN MOUNTAIN

Custodial Maintenance/Sanitation
Electricity
Masonry

LAWRENCEVILLE

Business Software Application
Carpentry
Custodial Maintenance/Sanitation
Electricity
Horticulture
Masonry
Plumbing

LUNENBURG

Building Maintenance Repair
Canine Handler
Horticulture
Masonry
Tech Prep
Water/Waste Water Treatment

MARION

Vocational Assessment

MECKLENBURG

Graphic Communications (Printing)

NOTTOWAY

Computer Systems Technology

POWHATAN

Business Software Application

Horticulture
HVAC Refrigeration

Masonry
Graphic Communications (Printing)

**DEPARTMENT OF CORRECTIONAL EDUCATION
CAREER & TECHNICAL EDUCATION PROGRAM BY FACILITIES
(Revised 05/06)**

RED ONION

Custodial Maintenance/Sanitation

SOUTHAMPTON

*Automotive & Technology Services (ASE)
Building Maintenance Repair
Carpentry
Electricity*

ST. BRIDES

*Auto Body Repair
Automotive & Technology Services (ASE)
Carpentry
Drafting/CAD/Computer Literacy
Electricity
Plumbing
Pipefitting
Graphic Communications (Printing)
Sheet Metal*

SUSSEX I

*Custodial Maintenance/Sanitation
Painting & Drywall*

SUSSEX II

*Painting & Drywall
Commercial Arts & Design
Custodial Maintenance/Sanitation*

WALLENS RIDGE

Custodial Maintenance/Sanitation

VCCW

*Business Software Applications
Commercial Foods
Horticulture
Vocational Assessment*

CORRECTIONAL FIELD UNITS

BASKERVILLE UNIT #4

*Masonry
Introduction to Computers
Business Software Applications*

PATRICK HENRY UNIT #28

Cabinetmaking

PULASKI UNIT #1

Electricity

BOTETOURT UNIT #25

Plumbing

POCAHONTAS UNIT #13

*Business Software Applications
Plumbing*

RUSTBURG UNIT #9

Business Software Applications

NOTE:

▪ *Indicates program is located outside the security fence*

* *Indicates program is funded but not yet operational*

** *Indicates program is planned for the future*

Italic: Indicates program has an advanced vocational student (AVS) program established

Instruction in the CTE programs consists of learning required safety information, technical skills, related math, vocabulary, and writing skills, and general employability skills. Emphasis is placed on hands-on activities so students can apply the knowledge they are learning and see concrete results. During the past three years DCE has been working to implement industry based certification programs. We are currently implementing programs in the construction trades programs, having implemented 24 out of 41 programs during the first year of that initiative. Unfortunately, many certification testing programs are only offered “on-line” and DOC policy prevents inmates from having any Internet access at this time. We are currently working to identify a process that will allow exams to be downloaded to a PC and taken to the classroom for testing. However, this has not yet been accomplished, and many exams cannot be downloaded. This presents a significant barrier to implementing testing in a number of areas. Industry based credentials should significantly help the employment opportunities of ex-offenders.

Industry Based Certifications Being Offered Through DCE

The following certifications/licensing programs are in operation at adult and/or juvenile schools.

- Automotive Service Excellence (Testing Only)
- Greenhouse Operators Certification Program
- A+ Certification (Computer Repair)
- Net + Certification (Computer Repair)
- CISCO Certified Network Associate
- Microsoft Certified Professional
- Barbering License
- Cosmetology License
- Water and Waste Water Licenses
 - Water Treatment Plant Operator
 - Waste Water Treatment Plant Operator
 - Water Environmental Federation Operator
 - Water Environmental Federation Pumps Operation and Maintenance
- Fluid Power Society Master Mechanic
- Fluid Power Society Master Technician
- Fluid Power Society Specialist
- Individually Necessary Vickers Electro-Hydraulic Systems Training Program (INVEST)
- Optician – American Board of Opticianry
- EPA Refrigerant Type 1, 2, 3 and Universal 608 Certifications
- OSHA 10 Hour and 30 Hour Construction Safety
- ServSafe Manager Certification
- American Drafting and Design Association (ADDA) Certification
- Outdoor Power Equipment and Engine Service Association (OPEESA) (Small Eng. Repair)

Construction Trades: (Currently being implemented in adult system and for youth system)

Residential Construction Academy (RCA)

- Building Maintenance Repair
- Carpentry
- Electricity
- HVAC
- Plumbing

National Center for Construction Education and Research (NCCER)

- Building Trades
- Masonry
- Painting
- Pipefitting
- Sheet Metal
- Welding

During the 2005-06 fiscal year, 540 industry certifications were earned by DCE students.

In addition to the normal CTE programs offered in the adult facilities, DCE has also developed advanced courses for students that have a strong interest in developing advanced skills that will make them even more employable. DCE does this by asking teachers to complete the student from the basic course, take on a new student to fill that slot, and add the advanced student to the roster as an extra student. By doing this we do not prevent other students from taking the program, and it forces the teachers to be very selective about extending this opportunity to their most serious and capable students.

Apprenticeship programs are also offered in adult facilities. Apprenticeship programs have been registered in more than 40 distinct trade areas. All programs meet the same strict standards of the apprenticeship programs in private industry as required by the Division of Apprenticeship Training, Virginia Department of Labor and Industry and the Bureau of Apprenticeship Training, U.S. Department of Labor. All apprenticeship programs require that every apprentice complete approximately 144 hours of related technical instruction for each year of on-the-job training. The related technical instruction provides theory training essential for full mastery of the trade. Inmates may be on DOC work crews, such as maintenance plumbers or electricians, cooks in the mess hall, or work for Virginia Correctional Enterprises in certain apprenticeable occupations.

Most apprenticeship programs require from two to four years to complete. This represents a significant commitment on the part of the worker to work during the day and attend class at night (typically one or two evenings). Records of achievement are maintained by the Department of Labor and Industry's Bureau of Apprenticeship and Training. This enables an inmate who is released prior to completing an apprenticeship program to continue it if his employer has a registered apprenticeship program.

The following is a listing of current apprenticeship programs that are active in the adult system.

- Automotive Body Repairer
- Automotive Mechanic
- Automotive Upholsterer
- Baker
- Barber
- Bricklayer
- Building Maintenance Repairer
- Cabinetmaker
- Carpenter (Construction)
- Cook (Hotel & Restaurant)
- Cook, Mess
- Cosmetologist
- Electrician
- Maintenance Electrician
- Furniture Upholsterer
- Horticulturist
- HVAC Service Installer
- Metal Fabricator
- Optical Dispenser
- Painter
- Pipefitter
- Plumber
- Lithographer
- Radio/TV Repairer
- Sheet Metal Fabricator
- Small Engine Repairer
- Stationary Engineer
- Welder (Combination)
- Waste Water Treatment Plant Operator

The enrollments and completions for 2005-06 fiscal year are represented below.

Program	Enrolled	Full Completion	Job Title Completion
Adult CTE Programs	5,739	1,791	304
Apprenticeship Programs	687	88	NA

During the past 11 years DCE has been tracking the amount of time it takes inmates to finish programs. During that period we have implemented a number of strategies to become more efficient with our limited resources. As a result, the amount of time has decreased from a high of 366 days in 1998-99 to a low of 281 days in 2005-06. This represents a 23% reduction, allowing for many more program completers without sacrificing the quality of the programs.

Linking with Virginia Correctional Enterprises (VCE):

Where possible, DCE and VCE try to work cooperatively to help provide a skilled workforce. Some of the more successful efforts are Printing matched with the Printing Plant at Powhatan, Sheetmetal and Welding matched with the Metal Plants at Buckingham and Dillwyn, Cabinetmaking matched with Furniture Wood Assembly Plant at Greensville, and Optical Technology matched to the Optical Plant at Fluvanna. Some programs are somewhat related such as Upholstery matched to the Clothing Plant at Haynesville. Where these skilled areas match up, students are able to learn good skills in the vocational program and work in the VCE plant to reinforce and improve their skills. In some cases skilled trades that are apprenticeable can further enhance the inmate's skill and knowledge base. This provides a good combination of learning, work experience, and continued reinforcement and development of skills and good work habits.

Modular Building Program:

One of the projects that helps build skills in the adult system is the modular building program. DCE constructs classrooms at St. Brides in sections (modules) and transports them to other facilities to provide needed classroom space. This has allowed DCE to provide five classrooms over the past several years. An additional classroom is currently planned for Lunenburg Correctional Center. Students gain real construction experience both at St. Brides and the receiving facility. When we have appropriate programs, we construct the foundations and finish assembling the building using DCE students at the job site. This allows several sets of students to gain experience in a real construction setting.

Modular Classroom Being Placed on Foundation



Finished Classroom Building



Relating CTE Programs with Employer Needs:

The Department of Correctional Education maintains a central CTE Advisory Council that assists in program planning and recommending and approving changes to our curriculum. This council consists of representatives from the Virginia Employment Commission, Community College System, Department of Labor and Industry, private sector business and industry, labor, parents, teachers, and the college system. They also assist in developing and approving our federal spending plan each year. In addition, some of our schools have local advisory committees of employers related to their programs that help advise and improve programs. These committees prove to be a valuable linkage to the employer community.

As a result of suggestions from the central CTE Advisory Council, DCE recently conducted a survey of approximately 1,800 employers who have hired ex-offenders to determine what information regarding potential employees were of most interest to them. The result was a revision to our CTE competency list which allows teachers to rate students on 12 work related attributes and 11 personal attributes. This revision of our rating system is being disseminated during the fall of 2006. The following chart lists the items employers have identified as important to them when considering hiring a new employee.

WORK RELATED AND PERSONAL ATTRIBUTES			
Work Related Attributes	Rating	Personal Attributes	Rating
Safety consciousness		Dependability	
Cooperation with co-workers		Initiative	
Constructive use of time		Punctuality	
Care of tools and equipment		Positive Attitude	
Trade knowledge		Respectful	
Aptitude for the vocation		Appearance/hygiene	
Effective team member		Flexible/adaptable	
Hard working		Pleasant personality	
Follows written instructions		Written communication skills	
Follows verbal instructions		Verbal communication skills	
Competent/skilled worker		Organized	
Willingness to accept supervision			
Ratings: 1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, 5 = Excellent			

Live Work:

In an effort to provide real life experiences, many programs service equipment for customers. These include programs such as Auto Body and Auto Technology that complete body work, tune ups, brakes, engine rebuilds, and general repairs. Small engine programs repair mowers, chain saws, generators, weed eaters, and similar equipment. Upholstery programs re-upholster a variety of furniture. In addition, programs such as Cabinetmaking require students to build projects to learn their basic skills. Rather than discard these projects, we sell them periodically and use the money generated to buy additional materials. We limit our customers for service work to state employees. We find this provides sufficient work and avoids competition with surrounding businesses that might be concerned if we were trying to expand on a large scale.

CTE programs also do a lot of work for DCE, DOC, and DJJ throughout the year. DCE tracks the work performed and determines the cost that would have been paid for the same service if a private sector company had to do the work. Renovations, constructing modular classrooms, welding tool cages, beds, and other items, cutting inmate hair, and building furniture for an office are examples of the type of projects completed on a regular basis. For the past several years DCE averages saving the state an average of about \$1,000,000 annually by completing these projects.

Example of Live Work Project



Example of Live Work Project



Trainer Built by Students and Teacher



Juvenile Career and Technical Education Programs:

Students in the juvenile facilities are provided instruction in career and technical education programs that are identical to those programs provided in public schools. Students learn competencies recognized as being required for entry-level employment. In addition to providing instruction on required tasks, emphasis is placed on career education, career exploration, and providing a sense of what an employer is looking for in such areas as appearance, punctuality, responsibility, initiative, dependability, and basic academic and career and technical skills. Competencies in the instructional areas of Employability Skills, All Aspects of the Industry, and Virginia's Workplace Readiness Skills have been added to all courses. The young age of many of the juvenile offenders makes choosing a vocation unrealistic. CTE evaluators and guidance counselors, assist youth in making career and technical choices and to develop their employable skills to a higher degree.

The Department of Education (DOE) defines a CTE program completer as a student who has completed a coherent sequence of CTE courses and who has obtained a high school diploma or GED. Only a few students are with DCE long enough to complete the requirements of a high school diploma while incarcerated. However, many students transfer back to their home schools and their credits earned while with DCE count toward their graduation. For internal reporting purposes DCE tracks the number of course completions, which take either one or two semesters, depending on the program of study.

A full program completer would need to be with DCE for at least two full school years. The average length of stay in the juvenile system is about 12 months.

Since 1997 juvenile course curricula have been aligned with the requirements of the Department of Education. They are revised annually to ensure they remain in sync with the public school system. This minimizes issues with course credits when students return to their home school. Course credits are awarded following the same DOE regulations as the public schools.

We are currently also focusing on implementing industry based certifications in the juvenile system. We were delayed by about one year awaiting the Virginia’s School Board adoption of the Residential Construction Academy to their approved list of certifications. We have, however, been able to download exams for students in the juvenile system at Beaumont for the A+, Net+, and CISCO certification exams. We are also in the early stages of establishing an on-line certification testing program at Hanover for our Drafting/CAD program.

The following is a list the programs offered in the juvenile schools followed by a listing showing where they are located.

Program	Number of Programs³
Advertising/Design	2
Automotive Service Technology	1
Barbering	2
Building Maintenance Repair	2
Business Education	6
Cabinetmaking	2
Computer Systems Technology	1
Career Pathways	5
Commercial/Residential Cleaning	6
Culinary Arts	3
Drafting/CAD	1
Electricity	2
Graphic Imaging and Technology	1
Horticulture	2
Marketing	2
Masonry	2
Plumbing	1
Small Engine Repair	1
Technology Education	2
Vocational Assessment	3

³ Note: Some teachers teach more than one course at some facilities.

**CAREER AND TECHNICAL EDUCATION PROGRAMS OFFERED AT
JUVENILE CORRECTIONAL FACILITIES**

**PAUL S. BLANDFORD HIGH SCHOOL
ANNEX**

Advertising Design – L-1, 2
Business Education - L-1, 2, 3, 4
Commercial Residential Cleaning - L-1
*Marketing 1, 2, 3
Technology Education (High School) - L-1, 2
Barbering – L-1, 2

PAUL S. BLANDFORD HIGH SCHOOL

Advertising Design – L-1, 2
Brick Masonry - L-1,2
Business Education – P-1, 2, 3, 4
Career Pathways - P-1, 2, 3
Commercial Residential Cleaning - L-1, 2
Computer Systems Technology - L-1, 2
Electricity - L-1, 2
*Copper and Fiber Optic Cabling
Graphic Communications - L-1, 2
Marketing - L-1, 2, 3
Small Engine Repair - L-1, 2

JOSEPH T. MASTIN HIGH SCHOOL

Business Education – P-1, 2, 3, 4
Career Pathways - P-1, 2, 3
Culinary Arts (Commercial Foods) - L-1
Plumbing - L-1, 2
*Cosmetology

JOSEPH T. MASTIN HIGH SCHOOL ANNEX

Advertising Design - L-1, 2

Business Education - P-1, 2, 3, 4
Career Pathways - P-1, 2, 3
Commercial Residential Cleaning - L-1
Technology Education (Middle School)

CEDAR MOUNTAIN HIGH SCHOOL

Business Education - P-1, 2, 3, 4
Career Pathways - P-1, 2, 3, 4
Commercial Residential Cleaning – L-1, 2
*Building Maintenance Repair
Horticulture
Barbering
*Electricity
*Masonry

JOHN H. SMYTH HIGH SCHOOL

Business Education - P-1, 2, 3, 4
Cabinetmaking - L-1, 2
Career Pathways – P-1, 2, 3
Commercial Residential Cleaning - L-1, 2
Computer Aided Drafting – L-1, 2
Electricity - L-1, 2
horticulture - L-1, 2

THUNDER RIDGE HIGH SCHOOL

Auto Service Technology- L-1, 2
Building Maintenance Repair – L-1, 2
Cabinetmaking - L-1, 2
Brick Masonry - L-1, 2

HAMILTON CROCKFORD HIGH SCHOOL

Building Cleaning & Repair Exploration –
L-1
Culinary Arts (Fast Foods) - L-1, 2

RECEPTION & DIAGNOSTIC CENTER

CTE Evaluation

*Indicates program is planned for the future.

DCE also has apprenticeship programs in the juvenile system. However, the shorter lengths of stay and the more limited work opportunities limit the number of programs and the number of students who can participate. We currently have 3 programs active at 3 schools. We generally tie these apprenticeship opportunities to Youth Industries activities. We have worked cooperatively with DJJ for the past several years to share space and staff to provide paid work opportunities for youth incarcerated in the state institutions. The Youth Industries program focuses on several areas such as silk screening, printing, woodworking products, bagging parts, and developing news letters for organizations. Some teachers teach their normal class part of the day and supervise work activities in the afternoon or after school. Students must interview for the jobs and maintain good behavior throughout the institution to remain employed. This joint effort helps provide structure and a simulated work environment for the students, many of whom have never worked.

The following chart represents course enrollments and completions for the 2005-06 fiscal year.

Program	Enrollments	Course Completions
Juvenile CTE Programs	2,473	280
Juvenile Apprenticeship	26	0

Prisoner Re-Entry:

DCE has been active in the Prisoner Re-entry Initiative since its inception about two years ago. Our Director of Specialized Programs has chaired the Employment and Education Subcommittee, which looked at ways to enhance employment and education opportunities. As a result of this, DCE has developed a number of strategies for improving the prisoner re-entry process. These include:

- **Incentives offered to employers who hire ex-offenders:**
 - DCE has purchased 25 federal bonds to assist ex-offenders who have legitimate job offers where bonding is required.
 - DCE has worked with the Virginia Employment Commission to have information mailed to employers in their quarterly tax statements regarding the Work Opportunity Tax Credit. Also, new employers are receiving a letter to ensure they are familiar with this tax credit.
- **Publicity campaign/partnerships:**
 - DCE has modified the employee work profiles for the Transition Specialist to include making presentations to community organizations. A DCE Power Point presentation has been developed by our central coordinator that local schools can use and/or modify.
 - One CTE central office administrator has had a portion of his time tasked toward making contact with trade and industrial councils and organizations to make presentations at their meetings so they will be

familiar with our programs. We have developed a list of the major organizations in Virginia so we can begin making contact with them.

- DCE is working with the Richmond Workforce Investment Board to develop partnerships that relate to DCE programs.
- **Ex-offender job development and placement assistance:**
 - DCE and DOC are working at five pilot sites to involve other agencies that can provide assistance to inmates coming out of the system. Budget requests have been developed for additional staff to bridge between the institution and the community to ensure better coordination for those being released.
 - DCE is increasing the number of sites holding job fairs where employers come in to either interview or hold mock interviews with inmates. This has resulted in inmates being offered jobs the same day.
- **Licensure/certification:**
 - DCE is working to get all 41 of its construction trades in a position to offer industry based certification programs. Since some of them require four years to complete, these will also be attached to the apprenticeship programs. National registers are maintained that allow employers to verify the training inmates received in our programs. Even for those who do not complete, it will be a significant improvement since the employer can verify the ex-offender's knowledge and skills.
 - DCE has been working with the Alcoholic Beverage Control (ABC) Board in an effort to get a modification to their current "Retail Licensee Guide" so that establishments who hire ex-offenders do not run a risk of having their ABC license revoked or suspended.
- **Education/training:**
 - College programs are being developed for Beaumont and Culpeper Juvenile Correctional Centers where the older students are housed. Classes started in the spring of 2006 at Culpeper and the fall at Beaumont.
 - We provided training to our principals regarding accessing Veterans Administration Education Benefits, which enable incarcerated veterans to participate in post-secondary education and training.
 - The Academic Division has begun testing students for the Career Readiness Certificate and has discovered that the vast majority of students being tested do very well on the exam. Some of the larger employers use this exam/certification to screen their applicants. This became a statewide initiative under the Warner administration.
 - The CTE Division works with a central Advisory Council to ensure programs remain updated and reflect the skills required by employers.
 - DCE funds a career assessment and guidance program through an agreement with the Virginia Commonwealth University. This provides career assessment/counseling at the Richmond Detention Center.

Factors Affecting Implementation of Programs:

A variety of issues impact the implementation of CTE programs in both the adult and juvenile correctional centers. The largest issue is a general lack of suitable space. Traditional “shops” generally require 1,800 to 2,400 square feet in order to operate effectively. Programs such as Auto Body or Auto Technology require significantly more space. Few facilities have space that is not already being utilized. In many facilities there is insufficient room to even place a building to house additional programs. Distances from security fences must be maintained. Moving fences and perimeter roadways becomes very expensive as well.

Matching the trends of the job market with a program to be selected for a particular security level of the facility can be difficult, especially as the security level of the facility increases. Concern over the types of tools, equipment, gases, chemicals, fuels, etc. are all issues in a secure environment. Sometimes the preferred program cannot be placed at a particular facility because of these concerns.

Trying to match programs DCE offers to VCE operations is difficult when new facilities are planned. This is in part because VCE cannot always project 2-3 years in advance to know what specific industry they will be putting at a new facility. As business demands change, VCE must sometimes change a program. Sometimes the operation that VCE has is not one where the job market for our students is promising, so training them for the skills could result in inmates with specific technical skills that are not the most helpful for employment.

The cost of equipment for setting up programs is an issue. Some programs that have excellent employment opportunities would require \$300,000 - \$500,000 to set up properly. Examples are Machining, Industrial Maintenance, Auto Body, Auto Technology, and Digital Imaging/Color Production shops. Even programs such as Culinary Arts have a very high construction and equipment setup cost.

Matching the academic ability of the inmates to the types of programs being offered is a challenge. This is especially true when trying to balance many of the other factors, such as available space, budgets, security concerns, security level of the facility, and job market projections. DCE attempts to offer a variety of programs that appeal to all academic levels. However, we still have approximately half of our programs in the construction trades area. This has proven to be a good area for employment for people with a criminal record. Contacts with the construction field indicate that they cannot find enough good workers.

A very limiting factor related to our industry based certification initiative relates to our current inability to download exams from the Internet in the adult facilities for inmates to take in the classroom. On-line testing is also not possible at this time. This limitation will prevent many of the industry certification exams from being given. As our society continues to automate, we may be faced with more and more organizations using on-line

testing, so the situation may become worse as time goes by. We are currently working with DOC to determine if we can come up with a process that will not violate their policy regarding the use of computers by inmates, but that will still allow us to download exams and/or take exams on-line.

One of the more limiting factors in implementing programs is the lack of a sufficient operating budget for the agency. As a result of consistently being under-funded, DCE has had to hold positions vacant in order to generate savings to provide to the schools for their operational needs. For the past two years, we have only been able to provide 70% of the amount we would normally fund for their operating supplies. This is contradictory to the continuing escalating prices we see for copper, steel, lumber, and other building supplies. Teachers have been resourceful in getting donations, re-using materials, and recycling where possible to generate money to buy replacement supplies. However, tight budgets truly place a strangle hold on the programs' ability to function properly and prevent filling vacancies that would immediately provide CTE training to additional inmates.