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ABSTRACT

The California Youth Authority, the state agency that serves youth offenders, has received federal grant funds to supplement state-funded education programs for educationally disadvantaged students since 1967. Since 1989-90, these funds have been provided through the Elementary and Secondary Education Amendment (ESEA), Chapter 1 of Title I. This report informs the public about the 6-year period from 1989-90 through 1994-95. Student characteristics are updated, changes in program operation are described, and evaluation data are presented for the education components. The final chapter contains plans for carrying out requirements of the newly passed federal reauthorizing legislation, the Improving America's Schools Act of 1994. The typical young person in the Youth Authority is 19 years old, not a high school graduate, and five or more grade levels below age expectancy. Summaries are presented of the education programs at 11 training centers, schools, and clinic sites and 3 youth conservation camps. Teaching the basic skills is an essential part of ESEA instruction, but teaching strategies and curriculum emphasize connections with history, science, literature, and other core disciplines. Achievement test scores show that program participants have made excellent gains when achievement is compared with their previous public school experience. The use of ESEA funds has produced a highly organized program for youthful offenders that has had a significant impact on the work of the Youth Authority. Suggestions for program improvement include setting standards for individual achievement and the integration of assessment and learning. Appendixes include a discussion of performance-based assessment, a statement of the goals of curriculum and instruction, and Youth Authority Evaluation Check Lists. (Contains 6 tables and 11 references.) (SLD)

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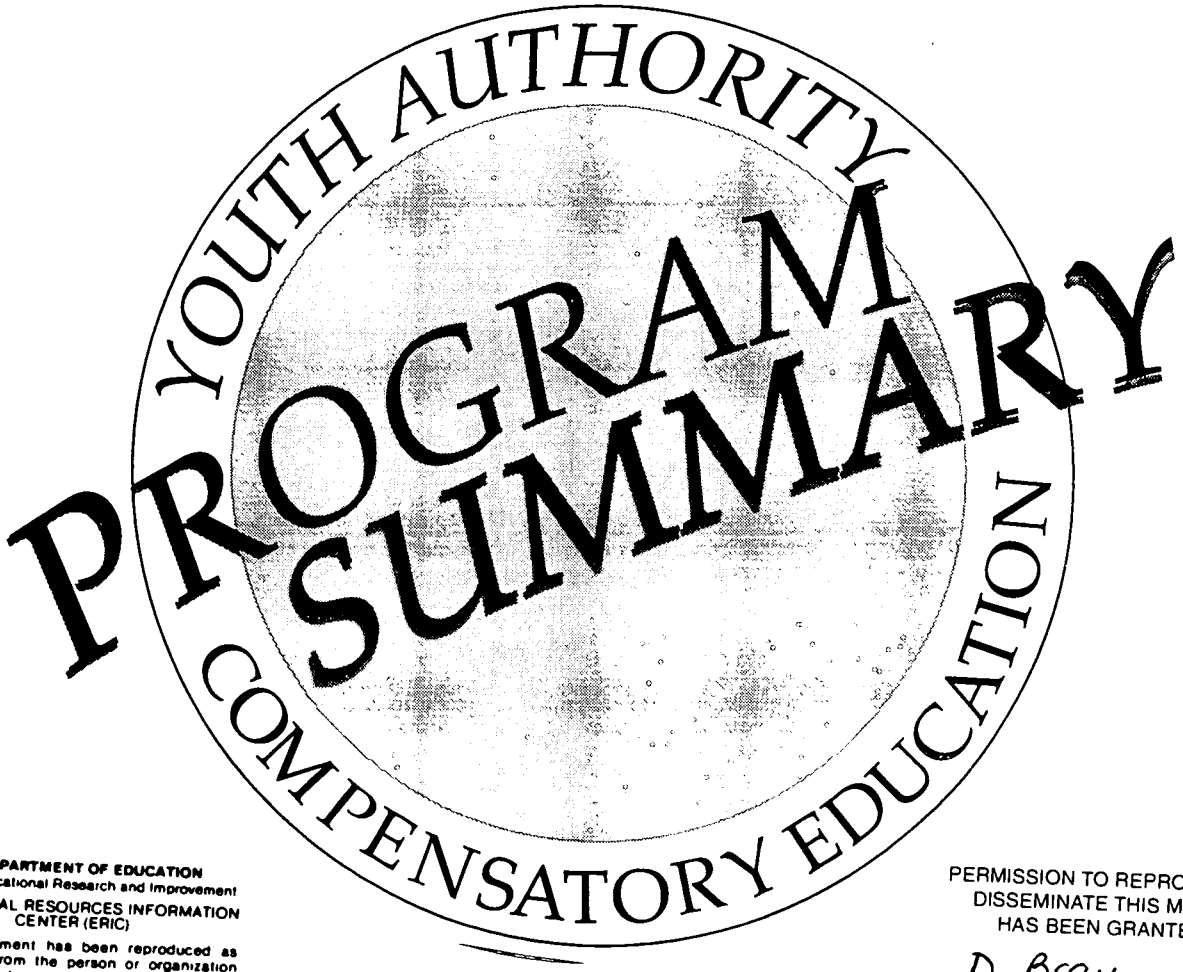

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1988–90 THROUGH 1994–95

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Youth Authority Program Summary

Program Description and Evaluation Report

Elementary and Secondary Education Act
(ESEA) Chapter 1
Compensatory Education Program

1989-90 THROUGH 1994-95

STATE OF CALIFORNIA

PETE WILSON, Governor

YOUTH AND ADULT CORRECTIONAL AGENCY
JOE G. SANDOVAL, Secretary

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CRAIG BROWN, Director

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CHAPTER I

INTRODUCTION

The California Youth Authority has received federal grant funds to supplement state-funded education programs for educationally disadvantaged students since 1967. These funds were originally provided by the Elementary and Secondary Education Act, Title I (Public Law 89-10, amended by Public Law 89-75). The Education Consolidation and Improvement Act (ECIA) of Chapter I, (Public Law 97-35), passed in 1982, extended the program of remedial instruction in reading, math and language for the disadvantaged. In the 1989-1990 fiscal year, Congress provided new legislation, PL 100-297, Elementary and Secondary Education Amendment, (ESEA, Chapter 1 of Title I). This law expanded the supplemental services for students to include training in thinking, communicating and problem solving skills. Although teaching of the basic skills is important, the teaching strategies and curriculum are to emphasize the connections with history, science, literature and other core disciplines.

It is common practice for the ESEA Chapter 1 program in the Department to provide reports, both descriptive and evaluative, to inform the public about the use of these federal funds. The present report covers a six-year period (fiscal years 1989-1990 through 1994-1995). Student characteristics are updated, changes in program operation are described and evaluation data are presented for the education components. The final chapter describes future plans for carrying out the newly passed federal legislation, Public Law 103-382, "The Improving America's Schools Act of 1994." This law is the re-authorization of the Elementary and Secondary Education Act of 1965 and related programs.

All Youth Authority commitments under 21 years of age and non-high school graduates, who are enrolled in a regular school program for ten hours per week, are eligible for services under the federal grant. Remedial instruction is provided primarily for those students who have been identified as the "neediest of the needy" of the eligible population.

The Department has always been committed to quality programs to ensure the development of self-sufficiency of the program participants. This commitment is illustrated by the goals of increasing participant students' achievement scores in reading, math and language to surpass that expected in the regular program (one month per month of instruction) and the efforts being made to incorporate performance based assessment into the evaluation process. There is continued upgrading of educational strategies, including the latest available technology, which involves upgraded computer-assisted programs and audio-visual techniques. Staff development is designed to maintain the highest commitment and involvement of staff who work in these programs.

CHAPTER II

THE STATE FUNDED EDUCATION PROGRAM

Overview

The Department of the Youth Authority serves approximately 9,800 youthful offenders in nine institutions, two reception center clinics, and four camps. In June 1995, there were 5,800 parolees supervised by the Youth Authority. The first priority of the Department is public safety, which includes preparing youth to return to their communities as productive, law-abiding citizens. This public mandate requires that young people committed to the care of the Department be provided with appropriate education, training and treatment.

The typical young person in the Youth Authority is 19 years old, not a high school graduate, and five or more grade levels below age expectancy. The average institutional length of stay for these youth in 1995 was 21.2 months. The increased time that young people are incarcerated has placed additional demands on the Department to provide a broad range of educational and training services to enable these youth to function adequately in the society to which they will return.

The Division of Education Services views education as a way to create positive change in students by providing the tools for them to:

- become literate
- complete requirements for high school diploma, GED or California High School Proficiency Exam
- become better parents
- become employable
- become better citizens

- build positive character
- develop the attitude, skills and knowledge to utilize the resources of the community in support of the community.

Institutional Sites

The educational programs at the institutional sites are carried out according to the individually assessed needs of the students enrolled at these sites. As institutions differ in the age level of students that are served, programs differ in the emphasis that is placed on academic and vocational programming. The following summaries of the education setting at each site are presented to assist in understanding the program which the ESEA, Chapter 1 program supplements.

DeWitt Nelson Training Center

This facility, located at the Northern California Youth Center near Stockton, serves approximately 515 young men. The training center houses Youth Authority commitments over the age of 18 and inmates (M number cases) from the Department of Corrections who were under age 21 at the time they were sentenced to state prison and are serving all or part of their sentance in the CYA due to age and/or immaturity. The wards are assigned to one of eight open-bay dormitories; treatment, training and education programs are based on an employability model. The education program offers half-day academic school and half-day vocational shop, with additional academic/vocational classes offered in the evening program. Approximately 200 wards leave the grounds to work in various trade occupations operated in conjunction with state-employed trades at the Northern California Youth Training Center complex.

The basic education program employs Competency Based Education as well as employability skills within both the academic and vocational components. The ESEA eligible students in need of remedial instruction in reading, math, and/or language are assigned to the ESEA classroom for a portion of their school program. Thus, a student who qualifies for ESEA services can be working on improving his academic skills and be learning a trade at the same time.

El Paso de Robles School

This institution is located in the northern part of San Luis Obispo county near the city of Paso Robles. Approximately 930 young men are housed at this site, most of whom are enrolled in an ungraded high school program. The age range of the young men is 16 to 19 years. Over half of the school's 700 residents attend a complete school program, which includes special education, remedial, high school and vocational classes. Cuesta Community College classes are available on the grounds for a limited number of qualified students. The education staff also includes a speech and language therapist, school psychologist and librarian. All students are instructed in employability skills to prepare them to return to the community. The living units at the institution interface employability skills with small-group counseling, community living, schooling and work experience.

The ESEA program supplements the state-funded high school program by selecting those students who are at the most remedial levels in reading, math and language. The teachers in the state classrooms refer students who are in need of special remedial help to those ESEA labs which can best address these needs.

Fred C. Nelles School

This facility is located in suburban Los Angeles County in the city of Whittier. The ward population of 860 is assigned to 12 dormitory-style living units and provided treatment based on individually identified needs. Their average age is 17.4 years. Each ward is assigned a youth counselor and teacher who assist with individually focused problem solving and monitoring of progress on a monthly basis. Family and community are encouraged to participate in formulating goals and to be aware of the progress of these younger students while incarcerated.

Young men at Nelles are placed in bilingual, drug-alcohol, work experience, intensive counseling, public service and basic academic programs according to their needs. Academic education consists of remedial, developmental (English, Social Studies, Math, Science), and Physical Education courses. Pre-vocational classes include industrial arts, culinary arts, horticulture/landscape gardening, upholstery and arts and crafts. Employability skills are emphasized at this facility.

This site houses a number of monolingual students (mainly Spanish speaking) who are given an opportunity to learn sufficient English to communicate, participate, and work in the English-speaking community, through the bilingual education program. There is also a "boot camp," LEAD (Leadership, Esteem, Ability, Discipline) Program which provides a highly structured, short-term experience for students, delivering education, training and drug treatment in a unique, military-style format.

The ESEA program supplements the education program of students in the areas of reading, math, English and spelling. Students are referred from state-funded classes with priority for service given to the most needy students.

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Heman G. Stark Youth Training School

This institution houses 1880 young men from 18-25 years of age, who are committed to the Youth Authority or Department of Corrections (M number cases). The programs at HGSYTS are tailored to provide custody, care and training with an emphasis on realistic preparation for the responsibilities of productive citizenship. Needs and abilities of the young men are evaluated and assignments are made on the basis of the type and degree of program involvement desired by the individual. Re-negotiable contracts, signed by the youth, outline expected performance and guaranteed rewards.

A wide range of competency-based educational, vocational and employability training is available. There are three sections of the basic education program. For students functioning below the 6th grade level, remedial math, reading and language classes are provided. This is the program supplemented by ESEA Chapter 1. There is a high school education curriculum which includes GED prep classes, high school classes and college classes that can lead to an Associate of Arts or Bachelor of Arts degrees. The major educational effort is in the vocational education program which serves approximately 1,000 students in 40 separate vocational classes. A GED class is available for students who are not in the regular high school program.

Karl Holton Drug and Alcohol Treatment Center

Karl Holton is one of the four schools which form the Northern California Youth Center complex. It houses 436 adult and juvenile court committed offenders with an age range from 16-24 years with an average age of 18.4 years.

In 1994, this institution converted to the Drug and Alcohol Treatment Center (DAATC). This program provides residents with the continuum of integrated recovery and learning services for treatment of their substance abuse behavior. The program consists of three pre-release phases that require eight months to complete, followed by a post-release phase during the first six months on parole. The facility utilizes Hazelden's Design for Living, a Twelve Step based program, as its major treatment delivery system. All students attend school on a daily basis and have a detailed educational prescription outlining the courses necessary for high school graduation or junior college as appropriate. A general high school program is provided for most of the students, but specialized programs are available according to need These offerings include a community college program, a remedial program, vocational education and special programs for students with learning handicaps.

Approximately 75 percent of the school population are ESEA eligible students. Karl Holton School serves about 40 percent of these eligibles in three classroom settings: a Reading Lab and a Math Lab for the most remedial students, and a Developmental Lab for those functioning between the 6th and 8th grade levels. Students in the Developmental Lab work on math, language and/or reading skills to prepare them to function more adequately in the regular high school program.

O. H. Close School

O. H. Close School is located at the Northern California Youth Center, near Stockton. It is an academically oriented facility serving 500 juvenile court males 11 to 17 years of age. The education program is an integral part of the treatment program. Four academic teachers, two shop teachers, one physical education teacher, and a specialty teacher are assigned to each 150 bed living unit and are a

part of the treatment team. Two dorms share teachers, who teach only youths from those dorms.

The education program provides services to students ranging from non-readers to the high school level. All students receive academic and shop instruction which may include reading, math, language arts, social studies, U.S. history, world history, science, survival education, employability skills, nutrition/drug education, photography, arts and crafts, wood shop, band, music appreciation, physical education and recreation, and special education. All programs have a competency-based curriculum. Vocational courses include employability skills to prepare students for their eventual return to the community.

The ESEA program is designed to provide additional services to the eligible students in reading, language development and math. The most remedial students receive the greatest amount of service from the ESEA funded program. At O. H. Close, however, almost every eligible student is an ESEA participant. This is the only site in the Youth Authority that has this arrangement.

N.A. Chaderjian School

This facility was opened July 1, 1991, and is the fourth correctional facility in the Northern California Youth Center complex in Stockton. The programs are designed to meet the needs of the young adult offender population. The institutional population of 960 consists of those committed to the CYA and inmates committed by the courts to the Department of Corrections, but ordered housed in the Youth Authority. The youthful offenders range in age from 18 to 25 years of age. The school's treatment modality, "Social Thinking Skills," is also integrated into the offender programs.

An educational center houses 12 academic classrooms and 11 vocational shops. Academic instruction, vocational employability skills training, and special educational programs are an integral part of an offender's program.

Preston School

Preston School is 40 miles southeast of Sacramento in the town of Ione. This correctional facility has been in operation since 1894. Approximately 950 young men are assigned to the program and range from ages 18 to 24. Preston School has different categories of living units. Of the fourteen living units, four are "closed" because of the special needs of the occupents and one is a pre-camp program which trains young men for conservation and fire fighting activities in the Youth Authority conservation camps. These students do not attend the regular school program. Delivery of service on the closed units averages two hours per day in a classroom setting. The ESEA program provides part-time tutorial services on three of the "closed" units.

There is also a "boot camp," LEAD Program (see Fred C. Nelles School) which provides a structured, short-term experience for participants. This program delivers education, training and drug treatment in a military-style format.

Young men on the "open units" are assigned to a full-time academic or vocational school or trade program (or a combination). High school diplomas and GED certificates are awarded. Vocational shops include auto mechanics, printing, horticulture, culinary arts, refrigeration/air conditioning, general shop, landscape, gardening, industrial painting, and masonry.

Those students below 6.5 grade level in reading, math or language attend remedial classes, and if eligible, participate in the ESEA program.

Ventura School

The Ventura School for Girls, in Camarillo, opened in 1962. The institution, at that time, was one of the two state facilities which housed female offenders. In 1970, the first males arrived and today comprise two-thirds of the population. This is California's only co-educational Youth Authority institution. The population is approximately 930; 300 females and 630 males. The young women range in age from 13 to 25 years and the males from 17 to 25 years.

To meet the needs of an increasingly large population with a wide variety of treatment, educational and vocational programs are offered. This site also has one of the largest and best developed volunteer programs in the State. Currently, there are more than 250 volunteers who visit assigned inmates on a one-on-one basis, run groups or perform other services which provide a critical link to the community. The Free Venture/Private Industry TWA Reservations Center, located on institutional grounds, enables selected wards to obtain productive work and earn wages comparable to what they could earn in the community. There is also a work furlough program employing wards 40 hours a week in the community.

The educational program centers around an academically oriented curriculum but also has several vocational shops and various work experience programs available to qualified students. The GED and California High School Proficiency qualifying examinations and a two-year on-grounds community college course of study in association with Ventura Community College are available.

The ESEA Chapter 1 program supplements the State-funded education program by providing grant-funded teaching assistants in the reading and remedial math classes. The language development class is headed by an ESEA funded teacher, with the support of an ESEA teaching assistant.

Northern Reception Center Clinic

The Northern Reception Center Clinic (NRCC), located in Sacramento, is a diagnostic and residential institution for youthful male offenders. The clinic program provides diagnostic services for 540 young men committed from northern and central California counties. This diagnostic phase is completed within approximately 28 days. An analysis of the young man's behavior, causes of his delinquency and recommendations for treatment, is developed during this time. The Department then places him in one of the institutions or camps. Those committed only for diagnostic services by the counties are returned for disposition to the county authorities.

In addition, there are two residential programs at NRCC -- the Wintu Intensive Treatment Program and the Comanche Work Experience Program. Wintu, a 48 bed facility designed for emotionally disturbed males, utilizes a combination of transactional analysis and behavior modification strategies as the treatment model. The Comanche work experience program houses those with less than a year of program remaining. The focus is on work assignments and community service, with an evening school and counseling program.

The state education program, which ESEA supplements, is provided in the Wintu Intensive Treatment Program. There are four elements in this school program: remedial instruction in reading, math and language; developmental instruction in

reading, language arts, math, regular high school subjects and arts and crafts with an employability skills component. The students assigned to this program range from 14 to 20 years of age and function four or more grade levels below age expectancy. They are extremely emotionally disturbed and many have severe learning disabilities.

Southern Reception Center Clinic

This facility is the southern California counterpart to the Northern Reception Center Clinic. Approximately 700 young men are housed at this site. In addition to the diagnostic program at this institution, there is a 48-bed Marshall Intensive Treatment Program providing emotionally disturbed inmates with long-term residential treatment, crisis intervention and transitional services. Participants must be at least minimally able to accept and respond to a therapeutic treatment approach to be accepted in this program. The age range is from 13-24 years.

The Southern Reception Center Clinic (SRCC) education program services long-term students in the Marshall program and short term students in the Special Services unit (a three week to three month detention service used for parole violators). The school provides courses leading to the high school diploma and preparation for the GED. The ESEA program supplements the remedial portion of the state basic education program by providing a teaching assistant for individual tutorial services. ESEA funds also supplement the operating costs of the computer-assisted instruction component.

Youth Conservation Camps

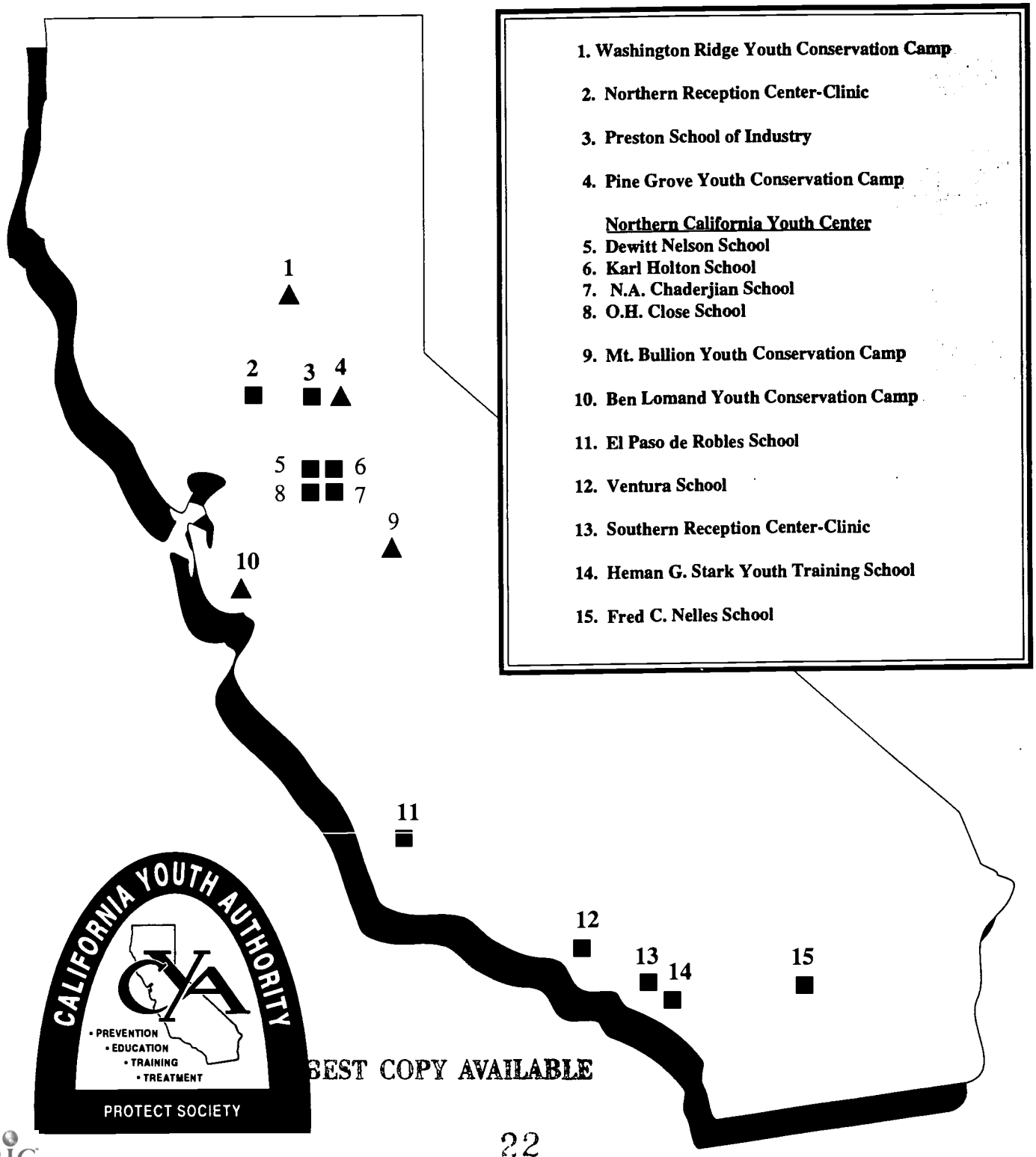
The California Youth Authority maintains four "mountain" youth conservation camps and three institution-based camps at DeWitt Nelson, El Paso de Robles and the

Sylvester Carraway Public Service and Fire Center, a camp within Ventura School. In addition, there is one pre-camp training program at Preston School in Ione. This program trains those who are camp-eligible; i.e., they meet specific minimum custody criteria.

These camps are jointly operated with the Department of Forestry, providing a variety of conservation services to state and local government agencies. The crews work in state and county parks and during the fire season are involved in wild land fire suppression throughout the state. Youth Authority staff are responsible for the custody, supervision and treatment of the wards. The major emphasis in the camps is on employability skills and good work habits. Academic education classes are available in the evening and on Saturdays. All non-high school graduates participate in GED preparation or a high school diploma program to build up basic educational skills and to complete educational requirements for entry-level employment.

In two of the "mountain" camps, ESEA provides a teaching assistant who, under the direction of the State funded teacher, gives tutorial assistance to individuals and small groups of students in need of this support. The emphasis is in the areas of reading, math and language. The two camps are Ben Lomond, in the Santa Cruz mountains, with a current ward population of 99 and Pine Grove Camp, at Pine Grove, population 100.

Youth Authority Institutions and Camps



1. Washington Ridge Youth Conservation Camp
2. Northern Reception Center-Clinic
3. Preston School of Industry
4. Pine Grove Youth Conservation Camp

<u>Northern California Youth Center</u>

5. Dewitt Nelson School
6. Karl Holton School
7. N.A. Chaderjian School
8. O.H. Close School
9. Mt. Bullion Youth Conservation Camp
10. Ben Lomand Youth Conservation Camp
11. El Paso de Robles School
12. Ventura School
13. Southern Reception Center-Clinic
14. Heman G. Stark Youth Training School
15. Fred C. Nelles School

CALIFORNIA YOUTH AUTHORITY
• PREVENTION
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CHAPTER III

DESCRIPTION OF THE ESEA CHAPTER 1 PROGRAM IN YOUTH AUTHORITY

Program Administration

Primary responsibility for the administration of ESEA, Chapter 1 programs in the Youth Authority is placed with the California Department of Education (CDE). This department approves, monitors, and regulates the use of funds and the programs provided for disadvantaged youth in public and in state agency schools. Within the Department of the Youth Authority, ESEA programs are administered by the Division of Education Services, Institutions and Camps Branch. A Supervisor of Compensatory Education Programs oversees the operations of the program, assisted by ESEA funded central office staff.

Until 1994, a Reading Specialist was fully funded by the grant. This position is now in the process of being changed to a Program Specialist (Literacy). In the interim, a half-time Academic Assistant Principal is assisting in staff training and curriculum development functions. In addition, a full time Research Analyst and two clerical positions provide program support.

The ESEA central office staff provide technical assistance to school administrators and instructional staff in planning, implementing and evaluating the remedial programs. They conduct training and give support to local site staff in the evaluation of all projects for compliance with the laws, policies and guidelines applicable to the project grant.

At the institutions, responsibility for the grant projects lies with the local school principals. They appoint ESEA coordinators who have the daily responsibility for program management. Teachers and teaching assistants are, of course, the staff directly in contact with students and upon whom the success of the program rests. Table 1 gives a summary of the ESEA, Chapter 1 budget and personnel figures for the central office and institutional site staff for the fiscal years 1989 though 1995. The amount of the entitlement shows some increase, but the number of staff positions funded by ESEA remained fairly consistent due to greater personnel costs and freezes on establishing new positions.

Table 1

ESEA Chapter 1 Budget and Number of Personnel for the Fiscal Years 1989-1995

	89-90	90-91	91-92	92-93	93-94	94-95
Entitlement	$2,533,029	$2,564,955	$2,711,574	$2,931,990	$2,815,029	$3,505,597
ESEA-Funded Personnel						
Teachers	11.0	11.0	11.5	11.0	11.0	10.5
TAs	44.5	44.5	42.5	42.5	42.5	42.5
Supervisors	2.5	2.5	3.0	3.0	3.0	4
Other Certified	1.0	1.0	1.0	1.0	1.0	1
Other Classified	3.0	2.0	2.5	1.0	1.0	2
Clerical	8.5	8.5	8.5	8.5	8.5	8.5
TOTAL	**70.5**	**69.5**	**69.0**	**68.0**	**68.0**	**68.5**

Table 2 demonstrates this large increase in the number of eligibles from fiscal year 1988-89 to 1994-95. During fiscal year 1994-95, only a few more participants were

served than in 1988-89. With the great increase in the eligible population (due to increased commitments and more accurate counts of eligible students by institution staff), the percent of participants served was dramatically lower. The reasons for this unusual change can be attributed to two major factors: insufficient classroom space for program expansion and difficulty in the authorization of new positions in the Department. Discussions are taking place to determine how to extend services to a larger number of eligibles without diminishing the quality of services to students.

Table 2

Number of ESEA Eligible and Participant Students and Percent of Eligibles Served, Fiscal Years 1989-1995

Fiscal Year	(Residents) Eligibles	Participants	Percent of Eligibles Served
1988-89	3,751	1,707	45.5
1993-94	8,197*	1,561	19.0
1994-95	5,012*	1,644	33.0

* Figures reflect changes in eligibility reporting procedures during these years.

Characteristics of the Youth Authority Population and the ESEA Participants

To understand the educational process in a juvenile correctional facility it is necessary to describe the delinquent youth who participate in these programs. Not all young people in Youth Authority facilities are in need of remedial education, but all need educational programming which will address the special needs that these youth present to the staff at these institutions.

As of June 1995, there were 9,498 young people in Youth Authority institutions and camps and 5,770 on parole status. The Department's population began a steady growth period in 1992 and 1993, with sharp increases in 1994 and 1995. Their 1995 commitment offenses are shown by sex in Table 3. These offenses range from homicide to drug and narcotics violations. Sixty-three percent committed crimes against persons (including violations of narcotics and drug laws) and 28 percent committed property crimes. Those committed to State facilities are guilty of serious offenses: 76 percent were adjudicated by the juvenile courts and 24 percent by criminal (adult) courts.

Table 3

Commitment Offenses of Wards in Youth Authority (1995)

Offense	Male		Female		Total	
	n	percent	n	percent	n	percent
Homicide	1,239	12.9	49	14.2	1,288	13.0
Robbery	2,259	23.6	81	23.5	2,340	23.6
Assault	2,305	24.1	92	26.7	2,397	24.1
Burglary	1,161	12.1	26	7.5	1,187	12.0
Theft (except Auto)	375	3.9	15	4.3	390	3.9
Auto Theft	626	6.5	26	7.5	652	6.6
Rape (Forcible)	228	2.4	2	0.6	230	2.3
Other Sex Offenses	339	3.5	1	0.3	340	3.4
Narcotics/Drug Laws	577	6.0	25	7.2	602	6.3
Arson	67	0.7	2	0.6	69	0.7
Kidnap/Extortion	112	1.2	16	4.6	128	1.3
Other	294	3.1	10	2.9	304	3.1
TOTALS	9,927	100.0	345	100.0	9,582	100.0

The ages of all Youth Authority commitments and those of ESEA participants are presented in Table 4. The average commitment age of the general YA population is 19.1 years compared with the average ESEA participant age of 17.6 years. Since grant dollars can only be used for students under 21 years of age who are not high school graduates, the average age of ESEA participants is always less than the total Youth Authority population.

Table 4

Age Characteristics Of Youth Authority Wards And ESEA Chapter 1 Participants In 1995[a]

AGE	Y.A. Wards		ESEA PARTICIPANTS	
	n	percent	n	percent
15 or less	448	4.5	230	15.0
16	902	9.1	213	14.0
17	1,600	16.1	291	19.0
18	2,236	22.5	364	23.0
19	1,869	18.8	284	18.0
20	1,331	13.4	168	11.0
21+	1,541	15.5	11	0.0
TOTAL	9,927	100.0	1,561	100.0
Average Age	19.1 yrs.		17.6 yrs.	

Table 5 compares the ethnic distribution of the total Youth Authority population with those who are ESEA participants. Minority students are slightly over represented in the program, although at some sites the ratio of minorities to white students is lower than the Departmental average.

Many Youth Authority wards come from single parent homes with family incomes less than adequate for family needs. Most come from poor economic backgrounds and highly delinquent neighborhoods. They are often school dropouts who are drug dependent and unmotivated to further their education. They lack positive role models which could help develop educational and achievement values. Consequently, many have inadequate academic, communication, and social skills.

Table 5

Ethnicity of Youth Authority Commitments and Chapter 1 Participants in 1995

Ethnic Group	YA Wards		ESEA Participants	
	n	percent	n	percent
White	623	16.4	161	10.0
Hispanic	1783	47.1	697	45.0
African American	1037	27.4	567	36.0
Asian	222	5.9	86	6.0
Other	123	3.2	50	3.0
Total	3788	100.0	1,561	100.0

Emotionally, they feel little control over their own lives and tend to have low self-esteem. They lack the internal controls which would allow them to plan for life situations instead of reacting to them. Consequently, their decision-making and coping skills are inadequate. These characteristics interfere with their ability to seek, secure and maintain employment.

These social and self-image deficits are not conducive to school success. And, they are compounded by additional problems which many students bring to the classroom, including low-level English ability and past academic failures. The average student in the Youth Authority is functioning at the 7th and 8th grade levels in math and reading. ESEA participants are fully two to three grade levels below their peers. In order to bring students up to grade level and make learning relevant to their lives, the education program must not only help them improve their basic academic skills, but also increase their abilities to communicate effectively, get along with others, adapt and be flexible, analyze and evaluate, solve and resolve, decide and, most of all, take the risk to change.

CHAPTER IV

ESEA PROGRAM DESCRIPTIONS

Site Summaries

The ESEA program in the Youth Authority functions in a variety of program settings. The sites differ most importantly in the age of the youthful offenders in residence. This has a direct bearing on the number of eligible students at each facility. At some sites, almost all of the students are eligible for ESEA services; that is, they are under 21 years of age and are enrolled in the regular high school program. The efforts of the teaching staff in the ESEA projects in the Youth Authority are directed at the most remedial and needy of the student population.

The individual site programs are designed to be different than those the students have experienced in the public schools that they have attended. Test scores indicate this public school approach has produced minimal learning for many of these youthful offenders. Not only do they need remedial instruction, but they require programs that are highly motivational and increase their self-esteem. Each of the institutional school programs makes concerted efforts to develop ways of delivering ESEA services that will meet the needs of students who have failed under more traditional approaches. As the sites differ in the needs of their students and types of programs offered, so do the ESEA classes that supplement the regular education programs.

All ESEA programs make use of an individualized diagnostic and prescriptive instructional process, computer-assisted instruction, and use of the latest technology available. The needs of the student and the organization of the

instructional process dictates the amount of time devoted to various approaches. A more complete description of these approaches is addressed in Chapter V.

The following site summaries highlight program features at each institutional site, at the reception-center clinics, and at the three camps which are involved in the ESEA program.

DeWitt Nelson Training Center
7650 South Newcastle Road
Stockton, CA 95213-9002
Phone (209) 944-6168

Total School Population: 397
Eligible Population: 246
Average Age: 20.4

ESEA Setting: One remedial reading, language and math lab with an ESEA funded teacher and teaching assistant. A student/aide tutor program provides supplemental support services.

ESEA Budget: $118,157 (94/95 F.Y.)

Participants: Number of eligibles served: 53

Students per class period: 13 - 15

Instructional modalities:

Jostens Invest Computer Program, individually prescribed instruction based on placement tests, staff observation and interviews, and periodic master tests.

Major instructional materials:

Jostens Invest Computer Program, Interactive Math, workbooks to supplement computer program, Scholastic, Cambridge, Public Domain, MECC, Designware, and Hartley software. In addition, teacher-made materials are used and children's stories help teach students how to read to children.

El Paso de Robles School
P.O. Box 7008
Paso Robles, CA 93447-7008
Phone: (805) 238-4040

Total School Population: 844
Eligible Population: 791
Average Age: 17.9

ESEA Setting: Program consists of 2 remedial reading and math classes and 1 remedial language class, as well as 1 Los Robles reading/language/math class for students assigned to the Forestry Camp. Instructional services are provided by 6 State funded teachers and 9 ESEA funded teaching assistants.

ESEA Budget: $413,844 (94/95 F.Y.)

Participants: Number of eligibles served: 210

Students per class period: 15 - 18

Instructional modalities:

Diagnostic-prescriptive method based on diagnosed deficiencies. Goals and objectives are developed for each student as part of an individualized instructional program. Lindamood Auditory Discrimination in Depth (ADD) Program is used with students with the greatest remedial reading needs.

Major instructional materials:

Digicard Network computer programs are utilized in the ESEA labs, as well as the following educational materials:

Reading/Language: Speed Reader I & II; Public Domain disks; MECC; Core Vocabulary; Vocabulary Development; Work Attack; Shifty Sam; LEAP; Urban Reader; Teacher's Pet; Dilemma; Road Rally; Bank Street; Writer III; EISI Classworks; Figuring Out Figurative Language; Lucky 7; Tripie Takes; Barnell-Loft Multi Skills; Steck-Vaughn Comprehensive Reading Skills and Vocabulary Development; Magic Slate Column 40; Life Skills English; English for the World of Work; and various textbooks, workbooks, filmstrips, videos, and software.

Math: Steck-Vaughn and Key Curriculum workbooks; Quarter Mile Math (Barnum); Survival Math Skills (Sunburst); Math Shop (Scholastic); Math Blaster (Scholastic); Hot Dog Stand (Sunburst); CAT Program; EISI Network software and Stein's Refresher Mathematics.

Fred C. Nelles School
11850 E. Whittier Boulevard
Whittier, CA 90601
Phone: (213) 698-6781

Total School Population: 790
Eligible Population: 500
Average Age: 17.4

ESEA Setting: Program consists of 2 reading/language labs and 1 math lab. Instructional services are provided by 1 ESEA funded and 2 State funded teachers, and 5 ESEA funded teaching assistants.

ESEA Budget: $451,392 (94/95 F.Y.)

Participants: Number of eligibles served: 172

Students per class period: Varies with setting

Instructional modalities:

Diagnostic-prescriptive method based on diagnosed deficiencies. Individualized computerized instruction using Josten Learning Corporation programs is an integral part of the program. Instruction is balanced between whole group lessons, open discussion and small groups as appropriate, and one-on-one tutoring.

Major instructional materials:

Josten Learning Corporation programs are utilized in the ESEA labs, as well as the following educational materials:

Reading/Language: Variety of computer software for drill and practice, word processing programs, workbooks, assorted novels, writer's workshop, Prescription Learning AIMS K-3, Classroom Reading Inventory

Math: Vista, Impact, Target, Pass Plus, Math Today, Taking Aim, Math Quest, and various computer software, workbooks, and worksheets.

Heman G. Stark
Youth Training School
15180 Euclid Avenue
Chino, CA 91710
Phone: (909) 597-1861

Eligible Population: 918
Average Age: 20.5

ESEA Setting: The program consists of 4 lab components: Basic Skills, Language, Reading/Language/Math, and a PALS Lab. Instruction is provided by 4 ESEA funded and 4 State funded teachers, and 1 ESEA teaching assistant. Ward aides provide supplemental support services.

ESEA Budget: $416,527 (94/95 F.Y.)

Participants: Number of eligibles served: 240

Students per class period: 15 - 18

Instructional modalities:

Computer-assisted and computer managed instruction is utilized in all classes. A whole language design is used in the reading and math components. A PALS instructional literacy program is designed to meet the needs of the lowest functioning students. Literature based lessons provide the framework for the language component. Students portfolios are used to demonstrate individual progress and assess student achievement of competence of identified program outcomes.

Major Instructional Materials:

Reading/Language: Reading materials including: poetry, short stories, novels, myths, speeches, plays, newspapers, and Scholastic Magazine. Other materials including: networked computer assisted instruction, spelling books, grammar lessons, audio cassette tapes, video tapes, handouts, Franklin Speller, and student portfolios.

Math: Networked computer assisted instruction and managed software system, Key Curriculum Press, newspapers, problem solving packets, base 10 blocks, tokens, calculators, conversion of metric system units, reading selections from which problem solving activities are developed by the teacher, and student portfolios.

Karl Holton Drug and Alcohol Treatment Center
7650 South Newcastle Road
Stockton, CA 95213-9002
Phone (209) 944-6164

Total School Population: 422
Eligible Population: 399
Average Age: 18.5

ESEA Setting: Program consists of a math lab, a reading lab, and a developmental lab. Instructional services are provided by 5 ESEA funded teaching assistants.

ESEA Budget: $250,963 (94/95 F.Y.)

Participants: Number of eligibles served: 140

Students per class period: 16

Instructional modalities:

Jostens Learning Corporation provides the computer network system for the program. Diagnosis and prescription is achieved by teacher observation, criterion-referenced tests and curriculum imbedded tests. Emphasis is placed on the identification of need for survival skills and enhancement of self-concept.

Major instructional materials:

Reading/Language: Jostens Invest System: Integrated Reading, Language, Math Program; Ralley Reading Program; Pop-R-Spell, Spellicopter; and various other computer software programs.

Math: Individually Prescribed Instruction Math; Jostens Learning Corporation: Math Program; various computer programs including Quotion, King's Rule; Meteor Multiplication, etc.; and various paper/pencil and object manipulation devices.

Developmental Lab: Cambridge (Books 1,2 &3); Stein's Refresher Math; Jostens Learning Systems: Read and Language Program; Scholastic Weekly Readers; various software including Pop-R-Spell, Word Processing, etc.

O. H. Close School
7650 South Newcastle Road
Stockton, CA 95213-9002
Phone: (209) 944-6155

Total School Population: 428
Eligible Population: 428
Average Age: 16.7

ESEA Setting: Reading, math and language skills are taught to ESEA students in State funded classrooms and a Basic Skills Lab. Services are provided by 6 State funded and 2 ESEA funded teachers, and 7 ESEA funded teaching assistants. Supplementary services are provided by 40 ward aides.

ESEA Budget: $401,959 (94/95 F.Y.)

Participants: Number of eligibles served: 234

Students per class period: 15 (average)

Instructional modalities:

Diagnostic-prescriptive method based on diagnosed deficiencies. Audio-visual equipment and computerized instruction using the Prescription Learning Program. Ward aides are an integral part of the instructional program and provide supplemental tutorial services to ESEA students. Instruction is balanced between whole group lessons, open discussion, small groups and one-on-one tutoring. A vocademics program provides computer assisted instruction in a shop setting with the focus on basic academic instruction geared to the vocational trades.

Major instructional materials:

Reading/Language: Franklin Language Masters, MacMillan Series, Warner English, Formula-Three, Target Series, Scott Foresman, PAL Paperback, Houghton Mifflin Action Series, Scholastic Action Series, Phonics Workbook, Superstars, Bantam Series, and Quantum Phonics. Software: Hartley - Capitalization, Reading Comprehension and Punctuation Skills, and Helicopter Spelling.

Basic Skills Lab: The lab utilizes the PLATO Education Services Program in a computer assisted instructional environment.

Math: Kumon Math (pilot project). Software: Survival Math, Comp-u-solve, Number Maze, and Hands on Math. Videos: Mathways, Mathworks, Mathematical Eye, Futures, It Figures and Landscape of Geometry. Manipulatives: Cash Box and Cuisenaire Rods

N.A. Chaderjian School
7650 South Newcastle Rd.
Stockton, CA 95213-9014

Total School Population: 822
Eligible Population: 453
Average Age: 20

ESEA Setting: Reading/Language lab, Math lab and a Math skills lab. The Reading and Language lab and the Math lab each have an ESEA funded teaching assistant. The Math skills lab has a state-funded teacher.

ESEA Budget: $91,903 (94/95 F.Y.)

Participants: Number of eligibles served: 72

Students per class period: 16

Instructional modalities:

The Wasatch Integrated Learning System is the basis of computerized instruction in all three classrooms. Instruction is balanced between whole group lessons, open discussion, small groups and one-on-one tutoring.

Major instructional materials:

Reading/Language: Rally Reading Program, Instant Spelling for Writing, Vistas in Reading Literature, Read 'n Roll, Word Muncher, Using English and Learning our Language, Survey of World Cultures, Employability Skills for Special Needs Learner, Wasatch software for beginning reading, language development, Skills Bank.

Math: Contemporary Number Sense, Math Practice Series and Practical Math (Steck-Vaughn), Thinker Math, Consumer and Career Math, Life Skills Math, and Computational Skills Program.

Preston School
210 Waterman Road
Ione, California 95640
Phone: (209) 274-4771

Total School Population: 794
Eligible Population: 684
Average Age: 17.9

ESEA Setting: Two remedial labs (Reading/Language and Math) each with 1 ESEA funded teacher and teaching assistant. One ESEA funded teaching assistant provides tutorial services in 4 State classrooms.

ESEA Budget: $284,619 (94/95 F.Y.)

Participants: Number of eligibles served: 120

Students per class period: Varies (maximum is 18)

Instructional modalities:

Computer-assisted instruction is used in the two remedial labs. A diagnostic-prescriptive method is used based on diagnosed deficiencies and the specific needs of each student. Individualized instruction is based on teacher observation, test scores, information obtained from school records, and self disclosed referral/information. Higher order thinking skills and critical thinking skills are stressed.

Major instructional materials:

Corvus/Digicard Network System programs are utilized in both of the ESEA labs, in addition to the following educational materials:

Reading/Language: Franklin Language Masters, Comprehension Skills; Kids in Between; Fancy and Opinion; Story Clues for Critical Thinking; Creative Publications; Just Clues; I Know What It Means and I can Spell It (McDougal-Littel); Steck-Vaughn Language Skill Books; various short stories and novels; and daily oral analogies.

Math: Specific Skills and Multiple Skills Series (Barnell-Loft); Critical Thinking for Adults (Steck-Vaughn); Steck-Vaughn Reading Skills, Math 5500, 6600, 7700, and 8800; Cambridge Basic Skills with Whole Numbers, Fractions, Decimals and Percents, and Basic Skills with Math;

Ventura School
3100 Wright Road
Camarillo, CA 93010
Phone: (805) 485-7951

Total School Population: 672
Eligible Population: 465
Average Age: Female 18.5, Male 19.4

ESEA Setting: Three remedial labs with 1 ESEA funded and 2 State funded teachers and 4.5 ESEA funded teaching assistants.

ESEA Budget: $269,369 (94/95 F.Y.)

Participants: Number of eligibles served: 190

Students per class period: 18 maximum

Instructional modalities: The WASATCH Education System program and other various software is used in each classroom, as well as Barnell-Loft Specific Skills Series.

Major instructional materials:
Prescription Learning Corporation (PLC) and other various software is used in each classroom, as well as Barnell-Loft Specific Skills Series.

Reading: Reading Attainment System (Educational Design), Reading Laboratory and Reading for Understanding (Science Research Assoc.), Super Stars and Vocabulary Connections (Steck-Vaughn), Language Master (Audiotronics), American Learning Corporation materials and closed captioned television lessons.

Language: A wide variety of computer software including Sunburst Communications' Newbery Winners, Queue Intellectual Software, Humanities computer software, Time Out Quick Spell, AppleWorks, Fred Writer word processing, and materials on writing from Harper and Row, Houghton Mifflin, Steck-Vaughn, Scott-Foresman, Modern Curriculum Press, etc.

Math: Long Beach State Demonstration Math program, Refresher Math (Stein), math games and manipulatives, and software from PLC, Barnum, Public Domain, Sunburst, Gamco, etc.

Northern Reception Center Clinic
3001 Ramona Avenue
Sacramento, CA 95826
Phone: (916) 739-2031

Total School Population: 500
Eligible Population: 30
Average Age: 18.1

ESEA Setting: One remedial lab serves the intensive treatment unit (Wintu). Instructional services in reading, language and math are provided by one State funded teacher and one ESEA funded teaching assistant.

ESEA Budget: $49,451 (94/95F.Y.)

Participants: Number of eligibles served: 30

Students per class period: 10

Instructional modalities:

Diagnostic-prescriptive method is utilized based on diagnosed academic needs. Each student enters into an educational contract based on his individual needs. Each student also has an individualized Computer Networking System (CNS) computer assisted program tailored to his needs. The instructional process is basically tutorial.

Major instructional materials:

CNS computer programs are utilized in the ESEA lab, as well as the following educational materials:

Reading/Language/Math: MECC software, Steck-Vaughn materials, Barnell-Loft, closed caption visuals, sequential developmental programmed software in reading, math and language, videos and overhead displays.

Southern Reception Center Clinic
13200 South Bloomfield Avenue
Norwalk, CA 90650
Phone: (213) 868-9979

Total School Population: 35
Eligible Population: 33
Average Age: 18.0

ESEA Setting: One remedial lab serves the intensive treatment unit (Marshall). Instructional services in reading, language and math are provided by one State funded teacher and one ESEA funded teaching assistant.

ESEA Budget: $65,473 (94/95 F.Y.)

Participants: Number of eligibles served: 32

Students per class period: 13 - 15

Instructional modalities:

Diagnostic-prescriptive method is utilized; an individual prescription is designed for each student to remediate skill deficiencies. Each student has an individualized computer assisted program tailored to his needs. Students also benefit from individual tutoring in the areas of specific academic need, and whole group and small group instruction as appropriate.

Major instructional materials:

Reading/Language: Working Words in Spelling, Real Life Writing Skills Series, English Made Easy, Scholastic Language Skills, World in Vocabulary Series, Curriculum Associates Series, Horizons II Language Skills Series, Quantum Phonics, Reading Comprehension Working Series, Hello English Series, Reading for Today Series, Steck-Vaughn Mastering Basic Reading Skills, tape players, and various computer software programs.

Math: Enright Computation Math Series, Problem Solving in Math Series, Arithmetic Skill Cards, Pitman Learning Series: Money, Stein Refresher Math, Steck-Vaughn Working with Numbers Series, Basic Computation Series, and various computer software programs.

YOUTH CONSERVATION CAMPS

Ben Lomond Conservation Camp
13575 Empire Grade
Santa Cruz, CA 95060
Phone: (408) 423-1652

Total School Population: 69
Eligible Population: 26
Average Age: 19.3

ESEA Setting: Reading, language and math are taught by one State funded teacher and one ESEA funded teaching assistant. State funds also provide library and support services to supplement the program.

ESEA Budget: $44,818 (94/95 F.Y.)

Participants: Number of eligibles served: 24

Students per class period: 13 - 15

Instructional modalities:

Computer assisted instruction, individual tutoring, and group instruction are designed to individualize the instructional program to fit the needs of each participant.

Major instructional materials:

Reading/Language: Steck-Vaughn, Phoenix Learning Resources, Intensive Phonics, Reading Attainment System, Remedia Reproducibles, Read-Along Audio Language Studies, PACE Competency Cabinets, Contemporary's Whole Language Series, Gamco, Globe, Cambridge, San Mateo Spelling, MECC, Skills Bank, etc.

Math: Key Curriculum, Cambridge, Educational Design, Remedia, MECC Computer disks, Skills Bank, PACE Competency Cabinets, and various computer software.

Pine Grove Conservation Camp
13630 Aqueduct-Volcano Road
Pine Grove, CA 95665
Phone: (209) 296-7581

Total School Population: 85
Eligible Population: 25
Average Age: 19.3

ESEA Setting: Reading, language and math are taught by one State funded teacher and one ESEA funded teaching assistant.

ESEA Budget: $44,818 (94/95 F.Y.)

Participants: Number of eligibles served: 25

Students per class period: 13 - 15

Instructional modalities:

Computer assisted instruction, individual tutoring, and group instruction are designed to individualize the instructional program to fit the needs of each participant.

Major instructional materials:

Reading/Language: Super Reading Workbook (ESP); Skills Bank; Reading Comprehension Power (Milliken); Steck-Vaughn Language Exercises; Super English Workbook; and various texts, including Spotlight on Literature, Student Anthology & World Anthology, Adapted Classics, Longman Classics, Reading and Understanding Plays, Reading and Understanding Poetry, Surprises, Twists, etc.

Math: Basic Mathematics Skills Workbook, Essentials for Mathematics, Mastering Computational Skills, Basic Skills Series; Skills Bank; SVE Math; Mathematical Sequences, Quarter Mile; Math Blaster; Work Math (Milliken); Alien Addition; and Alligator Mix

Sylvester Carraway Ventura Public Service & Fire Center
2800 Wright Road
Camarillo, CA 93010
Phone: (805) 983-1332

Total School Population: 85
Eligible Population: 29
Average Age: 18.6

ESEA Setting: Students receive an individualized multi-subject curriculum within a single classroom, with instructional support from 1 State funded teacher and 1 ESEA funded teaching assistant. **Note**: The Youth Conservation Camp education program is conducted in the evening hours and is more limited in scope than the other school programs.

ESEA Budget: $44,818 (94/95 F.Y.)

Participants: Number of eligibles served: 18

Students per class period: 18

Instructional modalities:

Computer-assisted instruction is used in conjunction with other classroom activities. Individual tutoring is provided as needed and group lessons are provided when appropriate.

Major instructional materials:

Computer assisted instruction has been incorporated as a part of each student's individualized educational program. The following represents some of the software and educational materials in use at the Fire Center.

Reading: Multiple Skills Series, Adult Reading Comprehension series (Scott Foresman), Reading Today's English, Project Star (Hartley), Basic Skills in English (McDougal-Littell), Computerized Learning System (Prescriptive Learning Corp.), Writing for a Reason (Quercus Corp.), Laser Learning Reading Program (Hoffman), and Vocabulary Connections (Steck-Vaughn).

Language: Basic Skills in English (McDougal-Littell), Watch Your Language, Writing Mastery Program (M.C.P.), Literature Series (McDougal-Littell), Learning Our Language, Mastering Grammar, and Building English Skills.

Math: Essentials of Mathematics (Addison-Wesley), Refresher Math, Up with Math, Edu-Ware Math software, Spectrum Mathematics (Glencoe), Mathematics: Exploring Your World (Silver Burdett & Ginn), and High School Math (Globe).

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CHAPTER V

THE INSTRUCTIONAL PROCESS

Learning without thought is labor lost.
Thought without learning is perilous.
--Confucius

The Curriculum of the Future

In 1988, PL 100-297, an amendment to the Chapter 1 program, outlined a new direction for educational services for disadvantaged students. Emphasis was placed on enlarging the curriculum to include content and critical thinking skills related to history, science, literature, and other core disciplines. Rather than focusing only on lower order skills, such as decoding in reading and math computation, the intent of the new law required that the students be provided a broad, well-balanced curriculum which involves emphasis on thinking, communication and problem solving.

Education involves teaching individuals how to think, how to see the world in a different way, and how to analyze and solve problems. It has been found that students who cannot write well may not have problems with grammar or the mechanics of writing. They cannot write because they cannot organize their thoughts to present their ideas in a systematic, logical and clearly stated way. They cannot write well because they have not been taught to think well. (Fabiano, *How Education can be Correctional and How Corrections Can be Educational* Journal of Correctional Education, June, 1991)

As a result of the 1989 legislation, and the recognized need to develop an instructional program that has the broader emphasis on problem solving and

communication skills, the ESEA programs in Youth Authority have placed an added emphasis on critical thinking skills (Higher Order Thinking Skills--H.O.T. S.). The curriculum has become more interdisciplinary with quality literature, history, social sciences, and the arts serving as the basis of learning English, language arts, and math. A broader view of literacy to include actual silent and oral reading, speaking and listening activities and group activities and discussions has been incorporated into the curriculum.

To illustrate the impact of this new emphasis, teachers were asked to indicate progress in their classrooms in the last five years. The following are quotes.

> *Increased collaboration with students on goals and instructional strategies that will increase their awareness and knowledge of consumer-related math, basic survival and employability skills.*

> *...students are engaged in hands on measurement class. The class has measured everything from the cubic footage of the classroom to the ingredients in a recipe for soft pretzels.*

> *More emphasis on problem-solving, manipulatives, and small groups.*

> *Students are challenged to read plays, novels, and short stories. Spelling is incorporated into the reading class. Grammar and language skills are taught from the selection being read. Writing is also a regular part of the curriculum with final editing done on the computer.*

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Technology in the Classrooms

The last multiple year report on the ESEA program in Youth Authority, included a detailed review of the use of computer technology in the classrooms. A computer "count" indicated a large number of stand-alone computers, and involvement with several commercially prepared computer managed instruction (CMI) and computer assisted instruction (CAI) programs. These programs are still in use at many of the sites as described in Chapter IV.

The Computer systems in use are:

- Wasatch Education Systems Computer Network Program (N. A. Chaderjian, Ventura School): teaches basic skills by simulating the situations students face in the "real world."
- Jostens Invest Computer Program (Fred C. Nelles, Karl Holton, DeWitt Nelson) provides instruction in Literacy, Adult Basic Education, and GED Preparation, with practical skills and higher-order thinking skills -- a fully integrated curriculum, not a collection of stand-alone courses. ESEA administrative staff consider this the best system because it is targeted to those who have not been successful in the traditional learning environment and to the development of life skills.
- Chancery -- formerly Computer Networking Systems (NRCC) incorporates excellent software from a variety of software publishing companies for basic skill development. This program has not updated its software sufficiently and has not given adequate support for problems encountered.
- Plato Education Services (Basic Skills Lab at O. H. Close, and PALS lab at HGSYTS). Designed for use in non-traditional educational settings, to build a foundation of essential skills.

One of the problems faced by the ESEA program during the past fiscal year has been the renewal of the contracts, for upgrading of the computer systems. The requirements for obtaining sole source contracts have increased, making it difficult to continue to update the current programs. Federal funds are available to make available the latest technology, but the procurement process has made this a time-consuming and difficult process.

The most important ways to increase the appropriate use of technology in the classrooms is computer training and staff development activities which will assist staff in the most effective use of computers, CD-Roms, audio-visual tools, and laser technology. Staff need to have a more complete understanding of how to use these tools for more than mastering basic skills. Computers, for example, have valuable uses as a way of teaching keyboarding skills, writing skills, research process, and other forms of active learning. Teachers need support, ideas, training and time to review programs to be able to integrate the technological tools into the curriculum as a whole and not use them as once or twice a week special activities. This need is ongoing as the tendency to become infatuated with the latest advances may not lead to a balanced curriculum for ESEA participants. The message is simple: technology will never replace the teacher's role in the classroom.

Although the Youth Authority ESEA program has in place CAI and CMI computer systems, there is a variety of other software used in the curriculum. In 1992, a teacher survey of educational software used in the classrooms indicated the most appropriate and useful software. This survey was very helpful to individual sites in choosing supplementary software materials. Many of the recommended items are still considered valuable additions to the classroom collection.

From 1990 to the present time, the California Software Clearinghouse has rated educational software. The ratings are based on guidelines developed by educators using specific criteria for standards of excellence. The evaluations are an extension of the original Technology in the Curriculum (TIC) projects and is funded by the Educational Technology Local Assistance Program, California Department of Education. The TIC Data-base, which provides these ratings, is available from the Software Clearinghouse, and is a valuable tool for software selection, as it is updated on a regular basis.

Other Systems and Materials

In addition to the use of computers and other technology in the classroom, many other instructional materials are in use as indicated in the site descriptions in Chapter IV. Franklin Electronic Bookman are used by students at most sites, and cooperative learning is in place at Ventura School. The Kumon Math Program, from Japan, is used at O.H. Close School. At El Paso de Robles School the Lindamood Auditory Discrimination in Depth Program (ADD) addresses the learning needs of students who have auditory perceptual discrimination disabilities. This is a process of intense stimulation of multisensory processing integration, questioning and labeling to focus and organize sensory information. A smaller progression of steps than is customary in teaching reading and spelling is used. The fact that this program has been continued attests to the success.

A "Structure of the Intellect" program has been used on a pilot basis at Ventura School in the Reading Lab. This is a logical thinking skills program that diagnoses the essential thinking skills needed for success in academic classes. Students are assigned modules on the computer to strengthen the thinking skills in which they are weak.

The performance assessment process which has been initiated at HGSYTS involves the student from the time he enters the classroom to his presentation of his completed tasks to the ESEA curriculum committee. (This process will be discussed more completely in Chapter VII.)

Instructional Program Strengths

There are many instructional strengths at the program sites. The long history of the grant services in the Department has enabled the institutional education programs to build on already existing quality programs. Each site has developed a program which will be most beneficial to the age and needs of the students. As new developments in educational techniques and materials have become available, the ESEA programs have always asked, "What will best profit our students?" The following is a list of identified strengths in the ESEA classrooms:

- Program staff who have a strong commitment to students
- Supportive environment
- Concerned, responsible, local coordinators
- Use of peer tutors
- Instructors who show willingness to learn and experiment with new ideas and activities.
- Use of alternative assessment methods
- Interactive group activities
- Networking with state-funded teachers and classrooms
- Increased individualized instruction by T.A.s
- Use of Math manipulatives
- Emphasis on language development, writing skills

CHAPTER VI

STAFF DEVELOPMENT

Never doubt that a small group of
thoughtful, committed people can change the world.
Indeed, it's the only thing that ever has..
--Margaret Mead

The Value of Professional Development

Professional development involves no single strategy. To address the need for a "thinking, meaning-centered curriculum, teaching staff need a variety of practical, relevant, positive information that meets their training needs. In developing a comprehensive staff training plan, it is critical to ask what the effects of the training will be on student learning and what value will it add for the staff participants. It is in this respect that the role of the administrator/coordinator is critical to the promotion of staff development activities, providing time and resources, assistance in selecting appropriate professional development activities and helping staff function in a supportive environment.

As the ESEA program in the Department has long recognized, teachers need preparation time, peer support and subject matter knowledge to carry out their educational tasks. They need to be involved in curriculum development, mentoring and classroom observations which will assist in trying out new approaches and help them link prior experience and new knowledge.

They must have the opportunity to reflect on their own practices and solve problems with their colleagues through formal and informal staff meetings and interactions. Contact with other educators outside of their institutional site through

inter-program visits, conferences, and workshops are also important in bringing in new ideas to their instructional programs.

The ESEA Staff Development Model

An ESEA staff development goal statement has been developed to guide staff training in the Department: "As the result of a shared vision, professional (staff) development, involves a variety of activities which bring about improvement in student learning." The model is delineated as follows:

1. Identify program goals
   - What should the instructional program look like?
   - This will be defined in the ESEA site application for funds and the site educational plan.

2. Determine what currently exists
   - Do a needs assessment using a variety of tools: observation, evaluation, questionnaires, exploration and networking.
   - This will involve both students and instructional staff.

3. Communicate prioritized needs

4. Develop an action plan
   - Design/identify a wide range of activities
   - Design a calendar and time line for these activities
   - Provide opportunity for staff participation

5. Follow up and evaluation
   - Complete the "Staff Development Activity Report"

6. Perform an annual re-evaluation of the total plan and activities.

Coordinators' Workshops

One of the most valuable and cost-effective ways of promoting staff development that has taken place over the last few years has been annual and now semi-annual coordinators' workshops. The one to three day meetings are carefully structured to update staff on new legislation, provide information which will promote communication and sharing among the sites and allow for networking among the coordinators and central office staff. In this setting there is opportunity for the introduction of new concepts, updating, and providing direction for the grant program. Discussions and presentations have covered a wide range of topics such as higher order thinking skills, performance assessment, future planning, and new ideas available for pilot programs. These concepts are in turn shared with ESEA staff at the various site programs.

The workshops have been very well received and provide the coordinators (many of whom have other academic duties at their sites) with a renewed sense of the mission and intent of the ESEA grant in the Department. It has been especially helpful to those coordinators who have recently been assigned responsibility for the program at their sites

A "Coordinator's Manual" has been developed partially as a result of these meetings and the great amount of information to be shared. This reference manual contains information that a site coordinator needs to carry out the legal, instructional, and evaluation requirements of the grant; in other words, the key responsibilities are clearly described .

The three ring binder makes it possible to update and add to the document whenever there is need.

Other Staff Training

There are several types of training that are provided at the local sites including staff meetings, inter and intra-site visitations, and department sponsored regional workshops and training sessions. Additionally, staff have training provided by the contractors for the CMI (computer managed) and CAI (computer assisted) instruction programs. Some have attended the Macintosh computer training available at the Youth Authority Training Center at the Northern California Youth Center complex at Stockton.

Other workshops and conferences that several staff have attended include: Math Curriculum, California Math Council, California Math Framework, Effective Communication, California Reading Association, Achieving Schools Conference, Asilomar Math Conference, CUE (Computer Using Educators), the Technology, Reading, Learning Difficulties Conference, Correctional Education International and Regional Conferences, and Adult-Literacy Technology.

Problems and Solutions Related to Training

The Youth and Correctional Agency must approve attendance at all off-site training. There is a limit of nine persons from the Department who may attend a particular conference unless special approval is given. Even with approval, all staff who would benefit are not authorized to attend. The amount of the budget allocated for staff development far exceeds the ability to spend these dollars. For example, in the 1992-1993 fiscal year $130,000 was allocated, and $16,680 was expended. In 1993-94, with $105,604 allocated, $68,800 was used.

To make more meaningful staff development activities available at the local sites, many resources have been purchased and made available through a central office ESEA "lending library." These include videos, books, and tapes which deal with use of various computer programs, assessment procedures (especially performance assessment), understanding the delinquent an/or hard to reach student, cooperative learning, assertive management and teamwork. These resources are continually updated and information on availability is provided to ESEA coordinators and staff.

Planning for the Future

With the new Chapter 1 legislation, "Improving America's Schools Act" a great deal of emphasis will be placed on initiating and complying with demands of the new law (see Chapter VIII). Considerable training and technical assistance in curriculum development, instructional materials selection and program assessment will take place at the local and departmental level. There will be an effort to provide more networking opportunities for ESEA staff and with state-funded Youth Authority teachers. To some extent, new practices will require staff attitude changes to initiate new ideas and commitment to a revised IASA emphasis. There will be a rediscovery of some old strategies, modifying them to fit today's classrooms, and there will be fresh ways of looking at curriculum, strategies and assessment procedures.

Through the staff development process, teachers and teaching assistants gain professional satisfaction as their professional competence is enhanced. It is the intent of the ESEA administrator and his support staff, with the invaluable commitment of the ESEA site coordinators, to continue to set the high standards that have always characterized this program. In cooperation with the state-funded

program, ESEA will pursue new *knowledge*, new *attitudes*, and new *will* to accomplish professional growth in Youth Authority teaching staff and administrators.

CHAPTER VII

PROGRAM EVALUATION AND ASSESSMENT PROCEDURES

Guiding Principles

The purpose of evaluation and assessment is to improve educational programs by the collection of qualitative and quantitative information in a specific educational setting. In the Youth Authority, ESEA program evaluation and assessment is a cooperative effort between central office staff and the local site staff. With the belief that all products of educational evaluation must be user-oriented, evaluation information is collected that aims to be manageable, useful and flexible. The information collected, both in the classroom and for program evaluation purposes, must be able to stand up to the question: What are we going to do with this information?

The Evaluation/Monitoring Process

Evaluation procedures are designed to assess how adequately the services provided are meeting the stated program goals. Thus the information acquired deals with a wide range of issues, such as needs assessment (program and students), school and classroom climate, and instructional strategies. During the period covered by this report, the evaluation of the ESEA programs at the institutional sites has taken place in two formal evaluation visits each year. The instruments used for these site visits have been standardized and include interviews with each of the staff who work in the program. This effectively demonstrates to staff members that they and their opinions are valued and that central office staff are concerned about the essential role they play. Samples of instructional plans and records of student work and progress are also reviewed. The program coordinator is interviewed to assure that the legal and broader issues

of the program are appropriate and in compliance with the goals and objectives stated in the yearly application for funds.

As a result of each site visit, a draft report is prepared by the staff who make the site visit. This document includes the conclusions about the program and recommendations for program improvement. It is sent in draft form to the site coordinator to assure that the information obtained is accurate and that the recommendations are appropriate. When this review is complete, a final report is distributed to the educational administration at the site. This process is beneficial in disseminating information about the program, and in providing a basis for a follow-up plan for assisting sites through technical assistance, staff development, and other efforts towards improving instruction.

Assessment in the Classroom

Program evaluation and assessment are based upon what happens in the classrooms that serve the students. As programs are required to have accountability, it is essential that the curriculum and instruction that takes place for individual students is subject to a purposeful assessment of progress. As teachers need to be accountable, so must students. This involves high expectations for each student, which research has clearly shown to help students increase achievement.

Teachers have a variety of assessment instruments and strategies which they use to assess students. These assessments are designed to be rewarding to the students, have instructional value in themselves, and assist the students in assessing their own progress and products. Assessment is critical to a viable

student feedback system which helps them take an honest view of their own performance and take responsibility for their own learning.

Since the emphasis on critical thinking skills has been emphasized in the legislation for the ESEA, Chapter 1 program, assessment must go beyond the testing of basic skills and measure their ability to reason, communicate and solve problems. Therefore, the use of performance (authentic, alternative, expanded) assessments, in addition to the standardized test, encourages students to "learn how to learn." They need basic skills but also need to put these into play in attacking larger issues, e.g. problem-solving, individual and social insightfulness, and a capacity to express themselves orally and in written language. Ruth Mitchell in *Testing for Learning* points out that assessments should have instructional value in themselves. Further, assessment shapes what is taught in the classroom. Mitchell points out that teachers act professionally and teach better knowing what the assessments are going to be.

Performance Assessment

The ESEA program has introduced the concept of performance assessment to the teachers at each of the program sites. Initiating the process, in conjunction with a similar priority in the state-funded program, has to date resulted in differing levels of implementation. This is not an unexpected result, as so dramatic a change from the emphasis on norm-referenced testing (which is required as well) necessitates a great amount of training, curriculum modification, and staff commitment. As Mitchell points out, attempts to assess programs or students using performance assessment without changing the curriculum and instructional methodology are doomed to failure. "The way out of the testing trap is a model of education centered on student

responsibility for learning, with teachers as coaches, not technicians, and with the emphasis on performance." (Mitchell, page 184)

The Heman Stark Youth Training Center Model: Beginning in the 1992-93 fiscal year, under the able supervision of the ESEA coordinator at this site a performance assessment process was begun. At this time, exiting students from the ESEA program is decided by a committee, of ESEA teachers, who review each student portfolio. (See appendix for a glimpse of the process used at this site). This process is firmly in place and with several positive results. These include noticeable improvement in curriculum, more awareness of changes that would be effective in improving curriculum, methods, and strategies, and the quest for new materials and ideas. Further, students' participation in the assessment of their work and progress motivates and involves them more responsibly in their own education programs.

As a result of the success of the performance assessment process at this site, and the encouragement of central office and State Department of Education policies, large portions of time has been spent at the Coordinator's meetings during the last couple of years introducing the concepts of performance assessment. It has been a highly educational process and is currently in process in various degrees at several sites. Each site is starting to look to performance based testing and the standardized norm reference tests to evaluate students and program.

This is not an entirely ESEA "mission." As indicated above, the Youth Authority's regular school programs are also moving to improve assessment procedures through this process. It is anticipated that this movement will have a large impact on instructional methods and the curriculum in all YA facilities.

The Change Process. There is little disillusionment about the time frame required for full implementation of a new assessment process. Undoubtedly, it will require five to ten years for substantive change to occur. For example, in one Iowa school, it was found that teachers accepted portfolio development before they felt able to address and coordinate portfolio use with the outcomes. The portfolios need to come first, and then comes the difficult process of linking the two areas and make the transition to curriculum changes and true assessment of student progress.

Recognizing that ongoing support and training is imperative, the commitment of the coordinator and school administration has been carefully nurtured. Several coordinators and teachers have visited the HGSYTS site and have learned from the ESEA staff there that the process does not become a reality over-night.

Achievement Data

While there is movement toward performance assessment, there is obviously need to continue to use the norm-referenced TABE test as an evaluation measure of program success (Norm-referenced are required for state and federal reporting). It will be several years before the broader assessment procedures can be used as valid measures. In the meantime, it is important to understand the role of current testing procedures and that they be used appropriately. Norm-referenced testing is a good measurement of program progress in the acquisition of the basic skills. It doesn't measure how well students have integrated these basic concepts into the total educational process. Many aspects of the curriculum are not measured. Use of the portfolio method is necessary to provide appropriate evaluation for individual students.

The 1987 edition of the Test of Adult Basic Education (TABE) combines the most useful characteristics of norm-referenced and criterion-referenced tests giving specific information on instructional needs of students. An enhanced individual diagnostic profile provides an opportunity to indicate mastery of skills by the student. There is also a "'Group Record Sheet" which allows viewing of overall group achievement, giving an improved opportunity to analyze areas of instructional weaknesses.

Table 6 shows academic achievement gains over a six year period for students in the ESEA Chapter 1 program.

TABLE 6

SUMMARY OF ACHIEVEMENT TEST DATA BY FISCAL YEAR
OF STUDENTS IN PROGRAM 3 MONTHS OR LONGER

FISCAL YEAR	STUDENTS TESTED PRE-POST	PRE-TEST GRADE EQUIVALENT	POST-TEST GRADE EQUIVALENT	MOS. GAIN PER MONTH IN PROGRAM	MOS. BETWEEN TESTS
		TABE - TOTAL READING			
1989-90	685	6.0	6.9	1.4	9.1
1990-91	689	6.8	1.6	1.9	9.4
1991-92	710	4.9	6.2	1.8	9.1
1992-93	612	2.7	5.3	4.2	7.4
1993-94	788	4.1	5.2	1.8	7.3
1994-95	750	3.9	5.2	2.3	7.9
		TABE - ENGLISH MECHANICS and EXPRESSION			
1989-90	663	4.9	6.2	2.0	8.5
1990-91	653	4.9	6.4	2.1	9.0
1991-92	599	4.6	6.3	2.6	8.3
1992-93	537	2.3	4.5	3.8	7.0
1993-94	690	3.4	4.8	2.4	7.1
1994-95	706	3.2	4.7	2.6	7.8
		TABE - SPELLING			
1989-90	641	6.2	7.0	1.2	8.5
1990-91	635	6.0	6.9	1.1	9.0
1991-92	540	5.8	6.7	1.3	8.5
1992-93	464	3.5	6.4	4.9	7.1
1993-94	639	4.7	5.4	1.2	7.1
1994-95	641	4.3	5.0	1.4	8.0
		TABE - TOTAL MATH			
1989-90	653	6.0	6.8	1.3	9.0
1990-91	686	5.8	6.9	1.5	9.4
1991-92	701	5.2	6.4	1.6	8.9
1992-93	534	4.0	5.8	3.0	7.3
1993-94	729	4.9	5.5	1.0	7.3
1994-95	649	4.5	5.9	2.9	7.5

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These gains are exemplary in view of the program goal of 1.1 months of academic gain for each month of program participation. As shown, the program met or exceeded this goal for every component. Students in public schools are expected to attain 1.0 months of gain for each month in their programs and they generally serve less disadvantaged students than the Youth Authority population. The greater educational deprivation and negative attitudes about learning of the Youth Authority participants make the attainment of the gains that have been made commendable.

The pretest achievement scores in all areas demonstrate the fact that as the Youth Authority population increased, it was necessary to concentrate the ESEA services to the "neediest of the needy" because of the limited number of ESEA classroom accommodations. The "overcrowding" issues faced by the Department affects the amount of classroom space not only for this program but also for serving students in the state-funded classrooms.

During the 1992-93 fiscal year, the gain scores showed an abnormally high increase. Beginning in fiscal year 1992-93, TABE Scale Scores were reported and calculated, instead of the less accurate Grade Equivalent scores used previously. Additionally all students were tested at least once a year. These changes resulted in generally higher gains for lower level students and a reduced time between pre and posttesting. The 1992-93 data may have been an anomaly, as is the 1993-94 and 1994-1995 data do not show the same gain pattern.

The Reading Total data indicate a gradual reduction over the period in the number of months between the pre and post-tests during the years 1989 to 1995. With the trend toward lower pre-test scores of ESEA participants there are indications of

improved grade level gains per month in the reading area. The months gain per month in program increased after the 1989-90 fiscal year, showing remarkable improvement - especially in 1992-93, when the pre-test grade level was at 2.7, and the months between tests fell to 7.4 months, there was a dramatic gain.

English Mechanics and Expression data show that pre-test scores have shown a similar but not so steep decline. The gains per month are above 2.0 months per month in program. These gains are impressive compared with the data from the previous five year period (1985-89) where gain scores were in the range of l.3 to l.7 months gain per month in program. Although Spelling gains have been consistently below English Mechanics and Expression gains throughout the years, during the 1989-1995 period they have increased to the stated program goal and above. Total Math data indicate a similar pattern as the other test data, with a spurt in gains in the 1992-93 year and a considerable drop in the 1993-94 program year.

The achievement scores presented in Table 6 show that the ESEA participants make excellent gains when compared with their previous public school experience. Making an average of a month per month gain or better is at least twice the gain that these students achieved in their past educational experience.

CHAPTER VIII

SUMMARY AND FUTURE DIRECTIONS

Program Strengths and Accomplishments

The ESEA, Chapter 1 program in the Department of the Youth Authority is the largest federally funded program for the Neglected and Delinquent in the United States. With the current funding for the Department at more than $3 million dollars, the program has the capacity to provide outstanding services to the ESEA participants. As the preceding chapters in this report have shown, the use of the funds has produced a highly organized program which has had an impact on the educational efforts of the Department.

Since 1967, when the first ESEA grant was given to the Youth Authority, this program has provided stimulation, new ideas, enhanced curriculum for the basic skills, performance standards and support for the state-funded program. This was the original intent of the law, which intent remains, with the new emphasis on a more comprehensive curriculum.

Among the many program strengths and accomplishments during the last six years, the following stand out as unique to the period covered by this report:

- The upgrading and expansion of Computer Assisted Instruction and use of technology in the classroom.

- Successful pilot projects at program sites, for example the "Structure of the Intellect" (SOI) at Ventura School, which identifies and strengthens the thinking skills necessary for learning.

- The promotion and education of staff in the use of performance based assessment which has broadened the concept of assessment and developed staff awareness. These efforts have been coordinated with the State education program.

- Initiation of annual and/or semi-annual coordinator's workshops, emphasizing the leadership role of these supervisors at the local sites. This has resulted in creating more open channels of communication with central office administration.

- Increased emphasis on the importance of literacy in the education of the ESEA students. Through assisting students in becoming competent, literate persons with good communication skills, students learn to become persons and workers who are flexible and have good people skills.

- The ongoing involvement in planning and participation in the California State Department of Education's *Achieving Schools* program has resulted in the ability to reward and recognize teaching staff and individual programs in a forum on equal footing with the public schools.

Problems and Issues

In reviewing the areas of the ESEA program in the Department that need to be addressed to improve the delivery of services, there are a few that present themselves. With increased funding, resulting from a larger population of eligible Youth Authority wards, there has not been a concurrent increase in the number of students who receive the benefits of the program services. Although funds are available, state mandates limit the number of positions that may be filled in the Department. This situation has affected the number of central office staff who are available for technical assistance and monitoring at school sites. (ESEA central office staff has been reduced by two and one-half full time positions in the last ten years.) Perhaps even more critical is the difficulty in establishing additional teaching staff positions at the local institutions.

Compounding the problem of delivery of ESEA services is the lack of available classroom space. With the expanding number of students, there is overcrowding in the State education programs as well, leaving little or no physical areas for the program to expand. There are suggested ways that this could be remedied, such as alternative delivery systems. For example, as currently at some sites, teaching assistants could be assigned to state-funded classrooms in addition to the "pull-out" programs. However, the space problems are secondary and perhaps mute unless the approval of new positions occurs.

Another issue that makes administration of the grant cumbersome is the problem of contract renewal. As indicated in Chapter V, in order to upgrade the computer technology in the classrooms, it is necessary to renew contracts with the original vendor. The basic equipment and process is in place. To invite other vendors to set up a comparable program would entail the added expense of retraining staff.

Thus the requirement that no contracts can be "sole sourced" without lengthy justification is currently a problem.

Staff development should be expanded to include more on-site and off-site opportunities, such as inter-class visitations. Visits to other ESEA programs, exposure to regional, state, and national conferences and workshops, should emphasize the use of technology for teachers, training and technical assistance in curriculum development, instructional material selection and program assessment. Training activities of all kinds should involve the setting of goals and objectives to be accomplished when attending the training, and the assessment of the impact of the training opportunities on the local program.

The evaluation/monitoring process has developed into a more beneficial activity for the local school sites because of the involvement of teachers and teaching assistants in the classrooms and the feedback to the site administration. Nevertheless a questionnaire study to assess its impact would be helpful in determining the local site reaction and suggestions for improvement of the process.

Planning for Improvement

The ESEA program in the Youth Authority has always had as its priority student-centered curriculum and teaching strategies. It is critical to the education of the students that instruction be relevant to their lives in the institution and their future in the community. The following comments are made in the light of these priorities.

Standards for individual student performance need to be set if excellent work is expected. They need to know what excellent work is. Further, students should not know the difference between assessment and instruction. It is an inter-twined

process, of which teachers have always been aware. With the emphasis on performance-based assessment, this awareness that students must be actively involved in the process will be enhanced.

Continued emphasis will be placed on *literacy* which involves the ability to read, communicate through the written word and orally, computer literacy (which includes keyboarding skills), and knowledge of basic math procedures. As the students exit into the world of school or work, they will need to have these "gifts" of literacy, that is, thinking skills, keyboarding skills, familiarity with modern technology such as computers and very important to their future development as persons, the love of reading and learning.

The improvement of instruction is always a consideration in program planning. To involve students actively in their own learning, teachers need to use a variety of strategies that include facilitation, inquiry, demonstration and collaboration. A classroom atmosphere that allows teachers and students to interact to learn together, build on the students' strengths while addressing their weaknesses will create a context that matters to the learner. (Walker, p. 3)

The new emphasis on performance-based assessment will require the development of a curriculum design which includes:

- Describing the content to be mastered, learning modalities, and learning activities;
- The outcomes of the instruction, such as understandings, competencies, and attitudes of the learner;
- Assessment process to validate achievements.

A considerable expenditure of time, effort and funds will be needed to fulfill these requirements. Teacher support and training will be needed to enable teaching staff to develop a program. The use of ESEA funded teacher substitutes may be needed to allow the teachers to participate in the needed planning.

Finally, the implementation of these program changes will depend, to some extent, on the best possible "experts" and exemplary models that can be enlisted. It is well to remember that this expertise is available within as well as outside the Department.

The Improving America's Schools Act

In October, 1994, the re authorization of the Elementary and Secondary Education Act called the "Improving America's Schools Act" (IASA) marked the third part of the federal legislation supporting education reform in 1994. (Goals 2000: Educate America Act, and The Schools to Work Opportunities Act, constitute the other parts.)

The common intent of all three pieces of legislation is to encourage a more integrated conceptualization and delivery of services to all students. This legislation has the specific purposes of:

- ensuring high standards for all children and efforts to help those served to reach these standards;
- ensure access to effective instructional strategies that include complex thinking and problem-solving experiences;
- upgrading the quality of curricula and instruction by providing opportunities for intensive, sustained professional development;

- improving accountability of teaching and learning by the development of an assessment process which assures that students are achieving the standards set.

If this report on the last six years of the Youth Authority's ESEA program has echoed some of these themes and needs, it may be that the ESEA administration and institutional staff are cognizant of the latest educational developments. While this is a verifiable statement, it is also true that the California State Department of Education has provided sustained direction in implementing the legislation passed in 1989, and has familiarized all state educators with the intent and importance of the federal educational reform initiated in 1994. This advance planning has already had program impact throughout the State and certainly in the Youth Authority. Efforts to improve and update educational programs is always in the forefront as we prepare students for a quickly changing world. The work world that these students will enter will require literate, skilled, competent, disciplined persons who have flexibility, thinking and communication skills enabling them to use their talents in our complex world.

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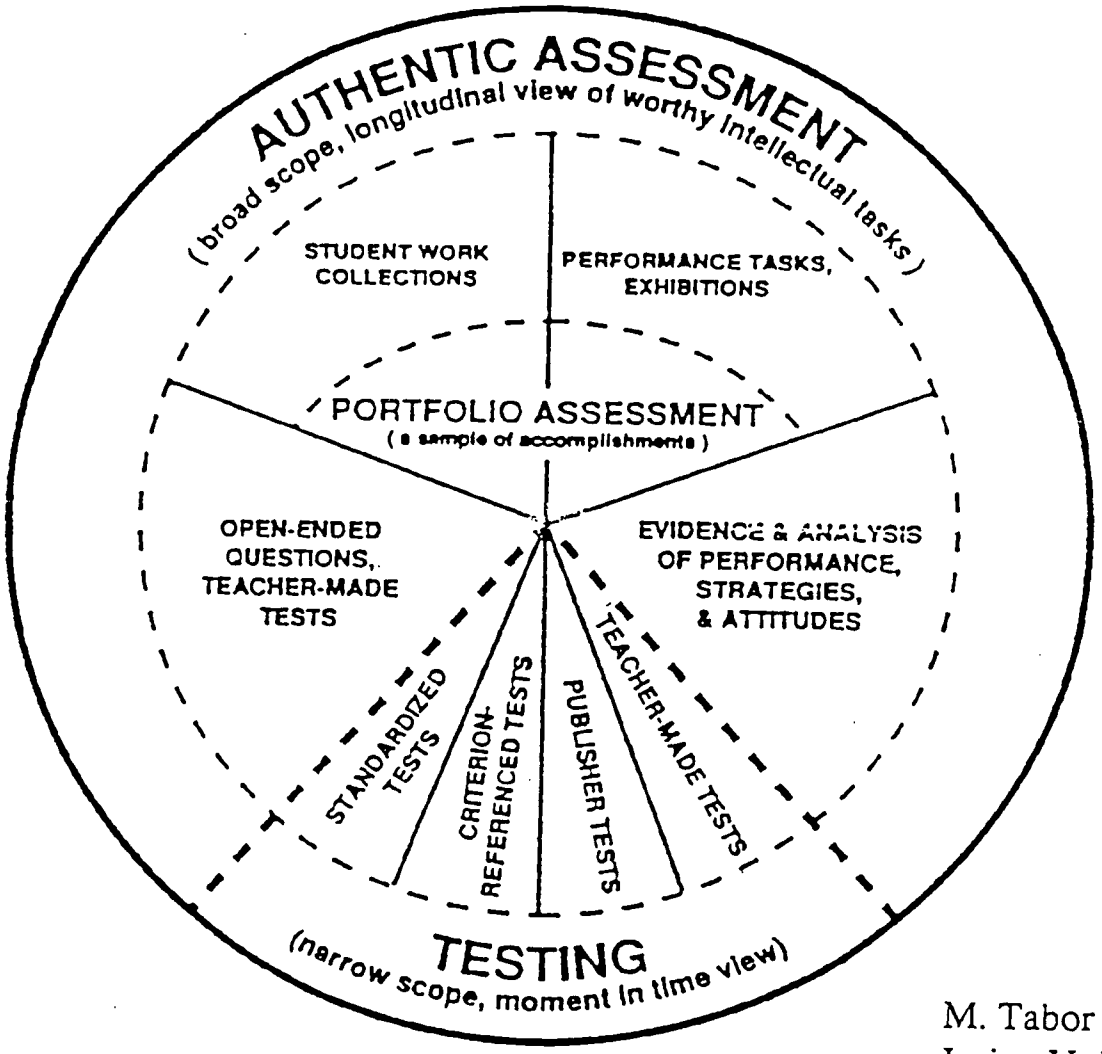
APPENDIX 1

Performance Based Assessment

ASSESSMENT



M. Tabor
Irvine Unified S.D.

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PERFORMANCE BASED ASSESSMENT

Since the goal of assessment is to evaluate the student's work, rather than the student, *performanced based assessment* is recommended.

Performance Based Assessment can include group or individual:

1. Portfolios of student work
2. Observations
3. Presentations
4. Panels
5. Reports
6. Interviews
7. Demonstrations
8. Auditory displays
9. Visual displays
10. Finished products

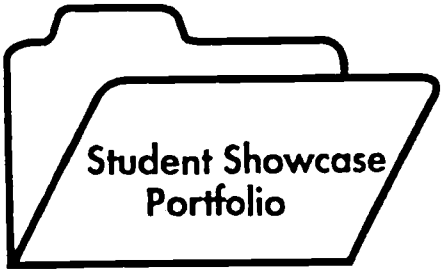
Students can participate in assessment by critiquing their own work according to established standard. They can be given the opportunity to revise their work and to upgrade the quality of their performance.

THREE FOLDER PORTFOLIO SYSTEM

AN EASY WAY TO BEGIN

Student's work still in progress, a temporary "holding tank"
Variety of assignments (integrated curriculum)
Assignments in all stages of development

Teacher collected evidence for evaluation and instruction
Observations and anecdotal records
Criteria sheets & checklists of student's progress
Assignments given as tests
Communication "from and to" parents



Purposeful selection of student's best work
Selections of work over time
Work that reflects the curriculum
Work that demonstrates higher order thinking
Work that shows evidence of cooperative learning
Student's self-assessment based on predetermined criteria

Portfolios for Learning and Assessment © 1993

ASSESSMENT GUIDELINES FOR ESEA BASIC EDUCATION

GENERAL POLICY STATEMENT:

HGSYTS ESEA classrooms will meet all existing ESEA assessment requirements. A variety of assessment tools will be used to evaluate student progress with an emphasis on performance assessment of students. Classroom teachers will consider the following guidelines when assessing students:

1. Classwork and assessment are inseparable. Assessment takes place in the course of daily work. Learning does not stop for a test.

2. The conditions for assessment mirror the conditions for doing the work outside of school. Students should have ample time and access to collaboration with fellow students and necessary tools. They must also have the opportunity to revise their work.

3. The tasks for assessment engage a student's sense of purpose and are rich enough to be multidimensional. Through these tasks, students demonstrate thinking, understanding, and communication skills as well as mastery of techniques.

4. Feedback from assessment is concrete and specific to the task. It informs students of the results of their efforts.

5. Students participate in the process of assessment. They help to create and to apply standards for quality work through self and peer assessment activities.

COMMON ASSESSMENT ELEMENTS:

All ESEA classrooms will contain the following common assessment elements:

1. Student responses to our outcome based assessment process will be collected in a portfolio. All instruction will be designed to target our exit outcomes. The portfolio will be a collection of student work that exhibits the student's efforts, progress and or achievement towards targeted outcomes. This collection will be compiled with student participation in selection of portfolio content. Criteria for evaluation of all material to be included will be clearly identified.

2. The student folder will become his portfolio and it will be divided into six parts, each with a teacher/student comment cover sheet. The six parts will correspond to the six main organizational headings for outcomes. The specific outcomes for each heading will be attached to the dividers in each folder. The division break for each folder will be *READING, WRITING/LANGUAGE, SPEAKING/LISTENING, REASONING/STUDYING, SOCIAL*, and *MATHEMATICS*.

3. Our rating rubric for tasks will be based on a six step model (see attached appendix A). Each classroom activity will have a clearly defined standard of what is very good, acceptable, or needs revision.

4. Each class will conduct semi-monthly progress checks of each student's entire portfolio (student/teacher initials, date, comments).

5. Department meetings will be held at least quarterly to compare students portfolios and to work towards similar standards for completed work.

6. Only outcome based comments that provide information of a positive, formative, summative, or evaluative nature will be recorded on the teacher student comment sheet. Discipline comments will be kept elsewhere if necessary.

7. Incoming students will be assessed daily for the first 30 days in class. The student's work in regular class activities will be evaluated and placed in the portfolio with student/teacher initials and comments. The teacher will provide opportunities in each of the six areas of outcome during the initial assessment period. Emphasis will be on gathering information about student strength and weakness in relation to desired outcomes.

8. Each student will maintain a reading log to be placed in portfolio under reading outcome section.

9. Students will engage in evaluation of themselves and each other.

10. Teachers will make written anecdotal observations based upon targeted outcomes and record them in the portfolio to document student involvement in classroom process and to comment on portfolio content.

11. Teachers will conduct classroom activities so as to provide students with opportunities to make several entries into each of the six sections of the portfolio during each quarter with the goal of as many entries as possible for each outcome.

12. Teachers will maintain a list of all whole class assessment tasks, activities, or products that were possible portfolio entries for each quarter.

13. Each student folder will be reviewed by a teacher quarterly for evidence of completion of all exit outcomes as well as outcomes targeted for that quarter. When the student and the teacher agree that all ESEA program outcomes have been met, the exit process begins. The Student or teacher may begin the exit evaluation process with a reflective letter written by the student. The exit process will conclude with a portfolio review by a panel of three ESEA staff. The panel reviewing the exit portfolio may request an oral presentation by the student to support the portfolio evidence.

OUTCOMES FOR BASIC EDUCATION PROGRAM
Prepared: November, 1991
(revised August 24, 1992)

I. READING

1. The student will be able to read a variety of literature, and discuss the implications of the literature for their own lives with emphasis on interpersonal relationships and employment connections.

2. The student will be able to read independently with enjoyment for a sustained period of time.

3. The student will be able to find and understand the main and other themes in a written work and be able to summarize the ideas in the student's own words.

4. The student will be able to separate personal opinions and assumptions from a writer's, be able to identify fact from opinion and be able to discuss a position in a group setting in a socially acceptable manner.

5. The student will be able to vary reading speed and method according to type of material and purpose for reading.

6. The student will be able to state whether a story/piece was liked or disliked with supporting material from the work, comparing and contrasting where necessary within the work or from other materials.

7. The student will be able to use reference materials (e.g. maps, table of contents, index, dictionary, preface, magazines, newspapers, thesaurus, encyclopedias, books, etc.) to find information to answer questions, enhance understanding or support written or oral ideas.

8. The student will be able to define unfamiliar words by decoding, context clues, using a dictionary or cooperatively when in a group.

9. Students will study works to develop ethical, aesthetic, and cultural values, confront social and political issues and a build a body of knowledge derived from what is read.

10. To aid student comprehension, students will read central, core works in depth and by a variety of methods.

11. The student will utilize a newspaper and other periodicals effectively as a citizen and consumer for a variety of purposes and be able to be critical of the material presented (e.g. ads, articles, editorials, story slant).

12. The student will be able to analyze a writer's voice and intent, analyze the motivations of characters, given the author's purpose.

13. The student will identify the unique vocabulary of a written work. They will research and discuss the contribution of this unique vocabulary to the central ideas of the writing.

II. WRITING/LANGUAGE

Students will have the ability to:

1. Write clearly and legibly using standard penmanship and word processing.

2. Organize, select, relate ideas, outline and develop them into coherent writing that is appropriate to the writer's purpose.

3. Write Standard English sentences with correct:

   - sentence structure
   - usage
   - punctuation, capitalization, possessive, plural forms, and mechanics
   - word choice and spelling

4. Improve one's own writing by use of a writing process that includes: restructuring, correcting errors, rewriting, and editing/proofreading.

5. Write a friendly letter correctly (using the proper format).

   - Heading
   - Greeting
   - Body
   - Closing
   - Signature

6. Conceive ideas about a topic for the purpose of writing.

7. To gather information from resource materials; to write a multi-page report using this research; to quote, paraphrase, and summarize accurately; and to cite sources properly.

8. To summarize a short story and a newspaper article, organizing and sequencing the information accurately.

9. Students will engage in writing activities using current technology, when possible.

III. SPEAKING AND LISTENING

1. The ability to follow aural information from multiple sources, listen to reading, discussion, speeches and reports using active and interactive listening skills.

2. The ability to deliver a quality oral presentation; and able to evaluate similar presentations by others.

3. The ability to engage critically and constructively in the exchange of ideas, particularly during class or group discussions, and conferences with instructors.

4. The ability to comprehend the main ideas for oral presentations, reading, high school texts, discussions, and to report accurately what others have said.

5. The ability to conceive and develop ideas about a topic for the purpose of speaking in a group.

6. The ability to explain "What did a work of literature mean to me?" and give the reasons why.

7. Students are supported and reinforced by the adults in their environment who model and guide effective speaking and listening skills and who exemplify proper respect for the diversity of language.

8. Students engage in many activities that enhance and improve their oral/aural language abilities.

9. Listen carefully for instruction from multiple sources.

IV. REASONING

1. Students will be able to work individually or together to identify, anticipate, assess and work toward resolution of problems, challenges and conflicts which occur in our rapidly changing world and are reflected in classroom activities.

2. The ability to distinguish fact from opinion.

3. Able to know the difference between magical thinking and scientific method, fantasy and reality, fact and fiction and are able to demonstrate the use of a variety of thinking.

4. Utilize a newspaper effectively for a variety of purposes and to be critical of the material.

5. The ability to synthesize knowledge and apply it to life situations.

6. Synthesize conclusions based on a variety of conditions presented in a variety of written works.

7. The ability to distinguish faith from certainty, to grasp the purpose of objectives and outcomes for achieving success in the ESEA program.

V. STUDYING

1. The ability to set goals and priorities consistent with stated course objectives and one's own progress, and to establish habits conducive to learning independently or with others.

2. The ability to locate and use resources such as the thesaurus, encyclopedias, dictionaries, periodicals, pamphlets, newspapers, interviews, and direct observation.

3. The ability to be prepared for various types of examinations, reports, computer work, and the completion of assignments outside the class.

4. The ability to understand and follow customary instructions for academic work to recall, comprehend, analyze, and summarize.

5. The ability to accept constructive criticism and learn from it.

VI. SOCIAL

1. The ability to argue a position within a group setting in a socially acceptable manner.

2. The ability to adapt learning style to multiple teaching styles and media types.

3. The ability to listen carefully during instruction and follow directions both verbal and written.

4. The ability to interact with group in socially acceptable manner respecting others opinions and feelings.

5. The ability to adapt to and be sensitive to differing cultural backgrounds of students and teachers.

6. The ability to relate literary theme to his own life experiences, discriminating between fact and fiction, fantasy and reality.

Student Name_____ Date of Entrance _____

PROGRAM EXIT CHECKLIST RUBRIC

PREPARATION FOR PORTFOLIO ASSESSMENT

We completed portfolio in given time frame (12 months)
We selected specific products to show work over time
Student evaluation, i.e. comments / observations
Completed outcomes showing a total composite of probable success in high school

PRESENTATION OF PORTFOLIO TO CURRICULUM COMMITTEE

Complete Assessment Items

Reflective letter, i.e. Why I am ready for high school
Products showing work over time, i.e. reading a variety of literature
Computer Summary Report Math / Reading
Reading Logs / Journal Entries
Summary of a Book Report
Writing Process Project, i.e. research
Mathematics Project, i.e. Investigations, Communications
Reading Project, i.e. Novel, Short Story, etc.
Group Project
Oral Presentation

COMMITTEE PORTFOLIO EVALUATION

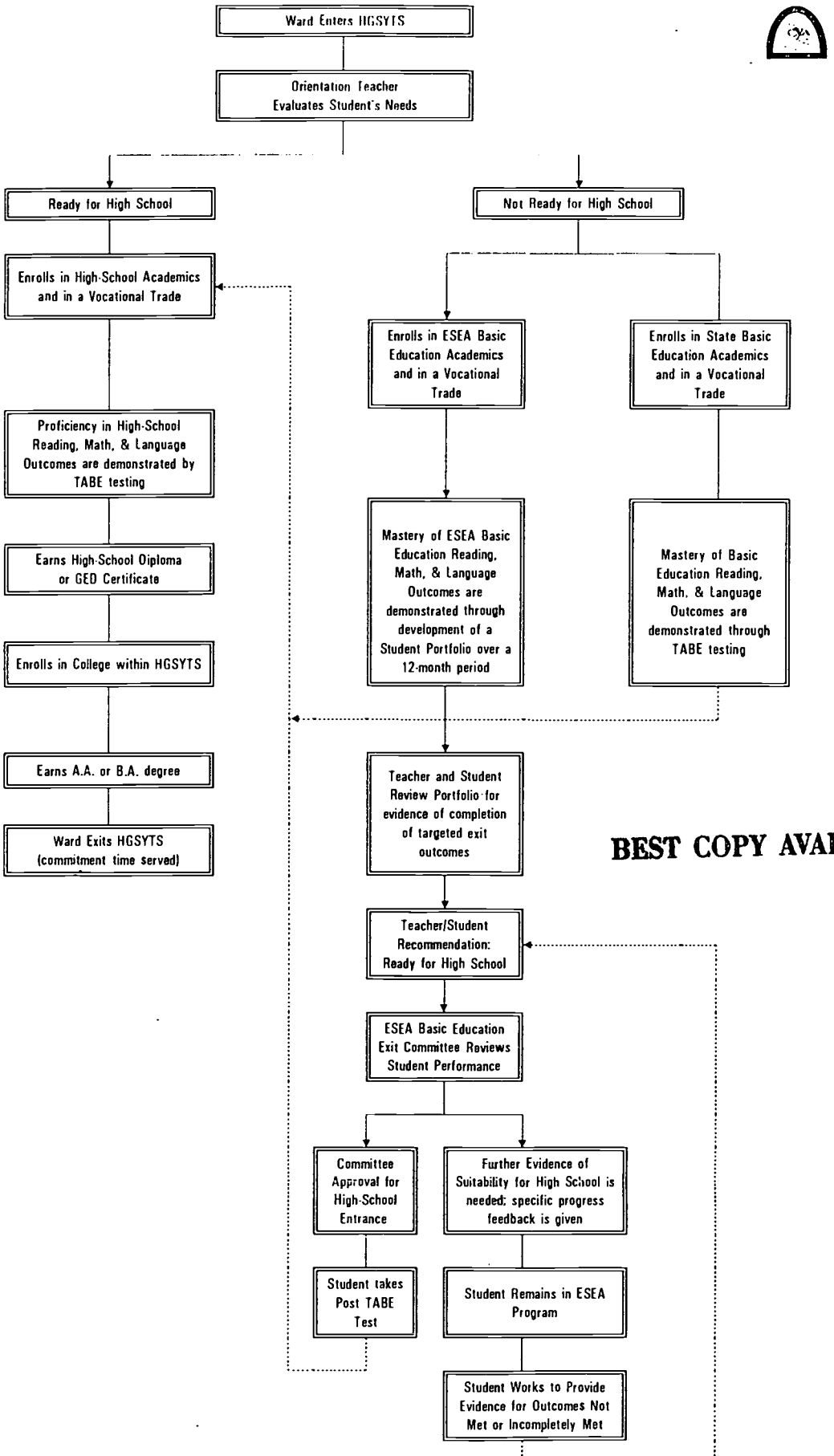
5=Outstanding Shows an extensive variety of completed tasks over time and completed outcomes to promote to high school

3=Satisfactory Some tasks are missing, but continues to show progress and exhibits probable success in high school program

1=Needs Work Lacks specific tasks to show work over time, outcomes not complete, unit projects weak, promotion denied, see comments below

	SCORE	STRENGTHS/WEAKNESSES
J. Baker		
L. Berg		
J. Burcher		
P. Deveze		
M. Duarte		
E. Hayden		
B. Norwood		

SCHOOL PROGRAM ENTRY/EXIT CHART HEMAN G. STARK YOUTH TRAINING SCHOOL



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Class_____

ESEA THREE MONTH PLAN

For _____ Through _____ 199__

Teachers _____

THEME OR CONNECTING IDEA	WEEK	READING TITLES AND MATERIALS	MAJOR READING/LANGUAGE PROCESS ACTIVITIES	TARGETED READING/ LANGUAGE OUTCOMES	MAJOR MATH ACTIVITIES	TARGETED MATH OUTCOMES	PORTFOLIO ARTIFACTS		
							MATH	READING	LANGUAGE

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Class 423 AM

ESEA THREE MONTH PLAN

For January Through March 1995

Teachers Burcher

THEME OR CONNECTING IDEA	WEEK	READING TITLES AND MATERIALS	MAJOR READING/LANGUAGE PROCESS ACTIVITIES	TARGETED READING/ LANGUAGE OUTCOMES	MAJOR MATH ACTIVITIES	TARGETED MATH OUTCOMES	PORTFOLIO ARTIFACTS		
							MATH	READING	LANGUAGE
Transitions	1	White Fang	Oral readings	Rd 1,2,3,7,5	Percentages fractions	9a 3b	work sheets	Chapter summaries	
	2		M wfi	WT 2, 3	Decimals	9c 9d	budgets	emphasizing main	
	3		Video: White Fang	Rs 2, 3 5	Interest rates	10c 10f	expense	ideas vocabulary	
	4		vocabulary activities	So 1, 2 3	72 rule application		accounts	and geography	
	5						Problem	Oral reading	
	6				Portion and		Solving	evaluations of	
	7	To Build	Group Reading		Volume excercises		activities		
	8	A fire						Life plan for	
	9		Research on the					2 yrs. 5 yrs 10 yrs	
	10		state of Alaska					(time line)	
	11								
	12		Ron Johnsons					Journal entries	
			Rites of Passage					critiques of	
								the readings	
								and videos	

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APPENDIX 2

Curriculum and Instruction

In successful literacy programs teachers:

--spend a high proportion of time on actual reading and writing;

--teach skills in context of actual reading and writing;

--stress silent reading, reserving oral reading for special activities, such as dramatic readings or sharing students' written pieces;

--teach strategies for reading comprehension;

--build lessons on the background information and experience of students;

--integrate speaking and listening activities with reading and writing activities;

--focus on writing;

--model for students how experienced readers and writers plan and their goals;

--give students hands-on experiences that help them to understand what they read or write about;

--facilitate discussions rather than lead them, by asking open-ended questions that elicit answers that require critical thinking rather than yes/no answers, and by modeling the way responsible adults learn through discussion; and

--use varied heterogeneous as well as homogeneous grouping and regroup students around interests as well as ability levels.

Project on Adolescent Literacy
Center for Early Adolescence
University of North Carolina

APPENDIX 3

Youth Authority

ESEA

Evaluation Checklists

1996 EVALUATOR CHECKLIST
Coordinator & Clerical Staff

Site: _____ **Date:** _____

Name: _____ **Position:** _____

☞ **Pre-eval form** received from staff member? _____

Eligibles & Participants: √ when done

- See list of eligibles (Date of list = _____) ____
  Priority order? yes / no
- See list of participants (Date of list = _____) ____

Staff Development

-- Review training evaluations made by staff members during the year. Note any improvement which needs to be made in this process. ____

- Did every staff member attend training last year? If not, why? ____
- What on-site training was provided for your staff? ____
- When training opportunities are limited, how are staff selected to attend? ____
- In what ways are staff members encouraged to share information with others when they return from training? ____
- How does your staff find out about training opportunities? ____
- How do you assess your staff's training needs? ____

- What specific training is most needed by your staff this year? ____

- What do you do to stay current in education? ____

Time on IASA Activities

- "About how many hours do **you** spend each week on IASA activities?" _____ ____

- On average, how many minutes (or hours) per week do your **eligible students** spend in school? ____

Classroom Visits (Coordinator)

-- (Ask to see the Coordinator's log of classroom visits. What is the date of the last visit?)

- How often do you visit any given classroom in a month? ____

- What is the purpose of your classroom visits? ____

- What do you look for in the classroom? ____

- How do you give feedback to the instructional staff after your your visit? ____

TABE Testing (Coordinator)

Begin with a discussion of FY TABE results. Give Coordinator a copy of preliminary tables, if available. We will send the final tables with a brief explanation of results as soon as all forms from the June testing are processed. Discuss any changes in the number of matched tests, gains of students, etc. Answer questions, if possible. Comment here.

TABE Testing:

- "What kinds of problems, if any, do you have with testing here?" ____

- "How do you determine if a student needs a new pretest when he enters the program?" ____

Follow-up on Midyear Recommendations

1) Give the Coordinator a list of recommendations made at midyear.

2) Go through them one at a time to determine what actions have been taken and what may still need to be done to correct any difficulties.

3) Ask what assistance is needed with any unresolved problems.

NOTES HERE:

Recommendation 1: ____

Recommendation 2: ____

Recommendation 3: ____

(Use back of page to continue.)

Program Strengths

"What are the strengths or outstanding features of your IASA program? Name at least two." ____

1996 EVALUATOR CHECKLIST
Faculty

Site: _____ **Date:** _____

Name: _____ **Position:** _____

☞ **Pre-eval form** received from staff member? _____

Student Records: √ when done

Spot check three files (hard copy or computer files) at random. ____

(1) Diagnosis shown? yes / no
Prescription shown? yes / no
Progress recorded? yes / no

(2) Diagnosis shown? yes / no
Prescription shown? yes / no
Progress recorded? yes / no

(3) Diagnosis shown? yes / no
Prescription shown? yes / no
Progress recorded? yes / no

Teaching Activities:

- "About how many hours a week does each student spend on the computer doing basic skills work?" _____ ____
- "What new computer activities are you using?" ____
- "How effective is the keyboarding program you are using? ____
- "What new ideas are you trying out in your classroom?" ____
- "What kind of help could you use with curriculum or materials?" ____

Staff Development:

- "What training was most helpful to you during the last year? ____

- "How are you using that training in your classroom?" ____

- "Did you submit a summary of each conference or training activity you attended?" If not, why not? ____

- "What training do you need most in the future?" ____

- "How many times did teachers or TAs from other IASA classrooms visit your class?" ____

Recommendations

- "What would improve services for your students? ____

- "What would improve your training options? ____

- "What would help you implement new ideas in the classroom better?" ____

- "Is there anything else that would make your job easier?" ____

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

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