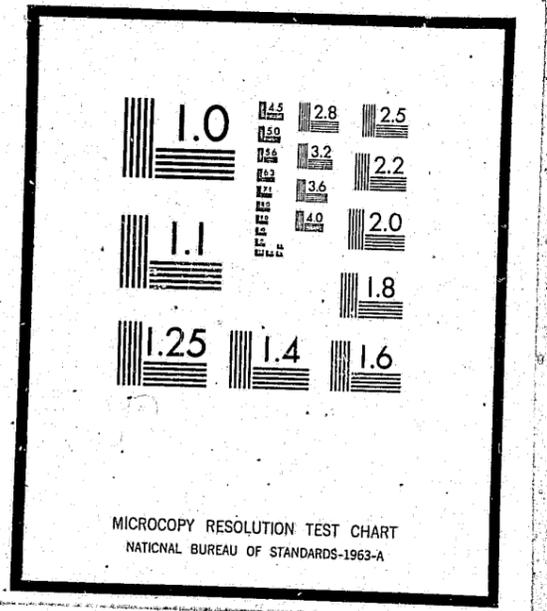


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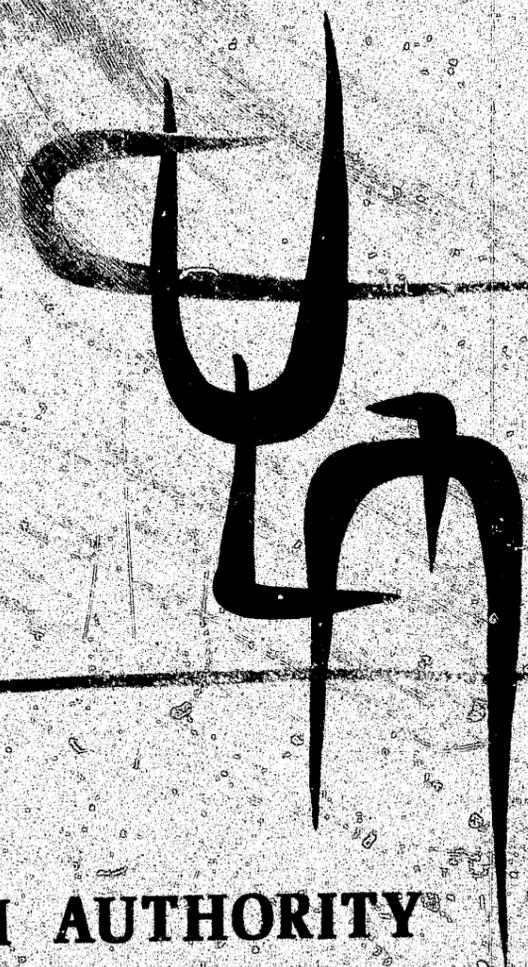
EDUCATIONAL RESEARCH SERIES

REPORT NO. 14

August, 1975

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Evaluation

CALIFORNIA
YOUTH AUTHORITY



State of California

EDMUND G. BROWN, JR.
Governor

Health and Welfare Agency

Mario Obledo
Secretary



Department of the

Youth Authority

KEITH S. GRIFFITHS
Chief of Research

Study Design

JOACHIM P. SECKEL
Senior Social Research Analyst

Author

GARETH S. FERDUN
Senior Social Research Analyst

Support

JACKIE SESSIONS
Statistical Clerk

DORI PETERSON
Stenographer

ALLEN F. BREED,
Director

GEORGE R. ROBERTS,
Chief Deputy Director

C. A. TERHUNE
Deputy Director

Parole and Institutions
Branch

JAMES C. BARNETT,
Deputy Director

Planning, Research, Evaluation,
and Development Branch

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AN EVALUATION OF THE
YOUTH CONSERVATION CAMP

BASIC EMPLOYABILITY SKILLS PROGRAM

CALIFORNIA -
111 AN EVALUATION OF THE YOUTH CONSERVATION CAMP
BASIC EMPLOYABILITY SKILLS PROGRAM

Education Program Administrators:

Trumbull W. Kelly, Administrator, Education Services

Donald G. Detling, Education Administrator, Northern Division

T. P. O'Hare, Education Administrator, Southern Division

Camp Teachers:

Ben Lomond

Mt. Bullion

Oak Glen

Pine Grove

Washington Ridge

John Beresford

Dennis Baker

Eric Hayden

Pat Turoonjian

Ernie Kerr

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Highlights

Funds were provided from the governor's special grant (4 percent money) under Title 1 of the Comprehensive and Employment and Training Act (CETA) to operate education programs in five Youth Authority camps. The project year began September 1, 1974. The objectives of the program specified in the grant application were:

- 1) Students enrolled in the math program will make gains of .11 to .15 grade levels per month in computations and applications.
- 2) Students enrolled in the reading program will make gains of .11 to .15 grade levels per month in vocabulary and comprehension.
- 3) At least 75 individuals will graduate from high school or will receive GED certificates as a result of this program.
- 4) To increase each student's capability of developing a realistic perception of his own potential and to help him become aware of job resources and alternatives available in the community by providing vocational counseling and vocational guidance resource material.
- 5) As a result of a basic employability skills program, a young man will receive prerequisite job skill training that will increase the number of Youth Authority camp parolees placed in entry level jobs in the community.

Information collected through questionnaires and other forms reflect directly and indirectly to the degree in which these objectives was met.

The data show that:

Objective No. 1: The objectives for math were met in that the average gains per month in math computations and math applications were both .42 grade levels per month.

Objective No. 2: The objectives for reading were met in that reading vocabulary gains were .29 grade levels per month and reading comprehension gains were .30 grade levels per month.

Objective No. 3: The objective for high school graduates and GED certificates was exceeded in that 103 individuals recieved high school graduation certificates or GED's during the period September 1, 1974 through May 30, 1975. At this rate we should expect a total of 137 for the entire year.

Objective No. 4: Data from the student questionnaire related to vocational counseling suggests that the help provided students in choosing an occupation was not as extensive as might be desirable. Only 22 percent indicated that they had taken a test about types of jobs that they might like. Sixty-eight percent said that they had talked to the teacher about different types of jobs. Twenty-nine percent said that they had seen slides or tapes about different kinds of jobs, and 53 percent said that they had been shown written materials about different kinds of jobs.

Objective No. 5: Data reported from the camps indicate that 56 percent of the releases had a job at the time of their release.

The probability of having a job at release was found to be related to amount of education (high school graduates were much more likely to have a job arranged at the time of release).

Recommendations

- 1) The camp education program should be funded from the State general fund.

Discussion: The viability of the evening education program at Youth Authority camps has been clearly established, both under the Elementary and Secondary Education Act, Title I funding and CETA funding. Provision of basic educational services to Youth Authority wards is a State responsibility. The program should not be subject to the uncertainties of grant funding.

- 2) The staffing the camp education programs should be augmented with part-time teaching assistants.

Discussion: Education programs in regular Youth Authority schools are allocated one teacher per 15 average daily attendance. The number of enrollees in camp educational programs varies from 30 to 43 representing a large workload for the camp teacher. The camp teacher must offer a far greater variety of courses than the typical institution teacher. They must perform a larger number of paper work tests, usually handled by clerical or supervising educational staff in an institution, including: obtaining transcripts, defining a course of study for the ward, ordering books and supplies, maintaining data on student accomplishments, making up new transcripts when the ward leaves, etc. In addition, the camp teacher is more involved in the use of community resources than the regular institution teacher. Since the program only

operates in the evening, it is difficult to justify an additional full-time teacher. However, a half-time teacher assistant position is a viable alternative. The teacher assistant position, in addition to providing assistance with instructional activities could lighten the paper workload for the camp teachers.

- 3) Whatever the source of funding, the camp education program should increase its emphasis on vocational counseling.

Discussion: The camp education program as operated under ESEA did not contain vocational counseling as a significant component. With a change to funding under the Comprehensive Employment Training Act, vocational counseling became an important objective. Recognizing that the knowledge and background of the camp teachers in this area was inadequate, a two-day training session was provided at the end of February, 1975. The program descriptions contained in this report as well as the data obtained from student questionnaires suggest that vocational counseling has yet to obtain the status within the camp program that it should receive.

- 4) Continue emphasis on high school graduation and GED.

Discussion: A very high percentage of students indicated that high school graduation was an important reason for their enrolling in the camp education program. A very large number of wards were able to graduate from high school. The data contained in this report suggested a significant relationship between high school graduation and subsequent employment experience.

- 5) Continue reading and math development programs within the camp education program.

Discussion: A fairly sizable proportion of enrollees in the camp education program are severely handicapped in reading and math. A large percentage of enrollees in the program indicated that development of reading and math skills was an important reason for their enrolling in the program. Significant gains in reading and math were achieved.

- 6) Decrease the data collection and evaluation effort for the camp education program.

Discussion: The information contained in this report provides a reasonably comprehensive picture of the CETA-funded camp program, as it is operating at present. The Manpower Planning Office of the Department of Employment is primarily concerned with the receipt of monthly reports concerning population movements and characteristics of the population. It, therefore, seems feasible to discontinue collection of information on student data forms and to limit the scope of evaluation efforts for the next fiscal year. It would seem desirable, however, to continue some ongoing effort in monitoring the vocational counseling component of the camp program.

Introduction

The Department of the Youth Authority operates six camps in conjunction with the Division of Forestry at the present time. The primary functions of the camps are to provide Youth Authority wards with work experience in fire fighting and conservation and to provide the state of California with the benefits of these services. The camps are located in mountainous areas scattered throughout the state of California. When the camp programs were initiated, it was not deemed desirable to include an education program since the wards, according to the program design, would be engaged in the work experience eight hours in a day.

During the latter part of 1971, it seemed desirable to experiment using ESEA Title I money with voluntary evening education program at four Youth Authority camps. Various models for delivering services were explored including hiring several teachers part time, hiring one teacher full time, contracting for services, etc. The use of one full-time civil service teacher proved to be the model with least complications and, hence, is the approach presently in use. The focus of the ESEA Title I on the development of reading and math skills resulted in a concomitant emphasis on the development of these skills in the camp program, although provision was made for a full high school curriculum.

The use of ESEA Title I funding for the camp teacher positions was declared illegal during the early part of 1974, and a mandate to remove ESEA funds from these camps by August, 1974, was received by the Department.

A grant application to receive funds under the Comprehensive Employment and Training Act (CETA) was developed and submitted to the State Manpower Planning Office. Funds were allocated to the Department of the Youth Authority beginning September 1, 1974, from the governor's special grant (4 percent money) under Title 1 of CETA.

The CETA application called for some shift in emphasis at the camp education program. Greater emphasis was to be placed upon job skills, employability and vocational counseling than previously. However, high school graduation, and language and math development continued to be major objectives of the program.

The application submitted to the Manpower Planning Office called for the evaluation of the CETA camp program against the objectives specified in that application. The Division of Research was, therefore, contacted in the fall of 1974 and requested to conduct an evaluation study to satisfy the requirements of the CETA application. This report is the result of that request.

During the months of October and November, 1974, Joe Seckel of the Division of Research staff developed a student questionnaire, a student data form, and an achievement data form to be used in collecting information related to the goals of the camp education program specified in the CETA application (see Exhibits A, B, and C).

During February, 1974, representatives of the Manpower Planning Office informed the Department that it would be necessary to provide certain client characteristic information for that office.

characteristic form was, therefore, designed (see Exhibit D) and data collection on this form commenced in March, 1975. In order to keep the paper workload for the camp teachers from becoming unmanageable, data collection on the student data form was discontinued at the end of February, 1975. Reports relating to movements in and out of the camp program and the characteristics of the client served have been provided to the Manpower Planning Office each month from March through the present.

Program Description

BEN LOMOND YOUTH CONSERVATION CAMP

Ben Lomond Youth Conservation Camp is located in the Santa Cruz Mountains approximately fifteen miles from the city of Santa Cruz. It is operated jointly by the Department of the Youth Authority and the Division of Forestry. The Camp is a work-oriented program, doing conservation type work and suppression of forest fires in California.

The work projects consist of working with the State Beaches and Parks, improving camp sites, building horse and walking trails, improving sanitation conditions, and general cleanup! The Camp also works for the Department of Fish and Game doing stream clearance, etc. The work done for the Division of Forestry is quite varied, from building fire roads and fire breaks to fire suppression. Ben Lomond Camp also has the largest State nursery where thousands of young trees are sold each year to private concerns. The manpower to accomplish these tasks is supplied by the wards whose ages range from 17 to 23 years, with an average age of 19.6. The main emphasis at the Camp is on training each of these wards to develop good work habits, cooperate with his fellow man, and to learn to live within the laws of our society so that he can experience a positive parole adjustment and become a contributing member to that society.

Instructional Strategies

Unlike the school programs at most other California Youth Authority institutions, attendance is completely on a voluntary basis. School is held between the hours of 5:30 and 9:30 p.m., during the "free time" of the wards. The classroom itself is a comfortable, relaxed setting with furnishings built and decorated by the wards themselves. The high level of participation (approximately 30 students on the average) indicates the wards' interest in continuing their education.

The school program offers various modes of instruction for the different aptitudes and needs of the wards. Upon entry into the program, the ward is given an educational, vocational, and interest summary to fill out. He is also given standardized tests. The instructor reviews the summaries, test scores, and school transcripts of the ward. The ward is then interviewed by the teacher, and together they jointly develop an individualized program that will best meet the needs of that particular ward. When a ward completes his school program, he is given posttests and the results are discussed with him.

Course of Study

Listed below are the principal characteristics of the major program elements:

High School Program

- a. Completely individualized program in the various subject areas.
- b. Individual tutoring for each student by ward teacher aides, who are trained by the instructor.

- c. Wide range of choices for wards in determining course of study for a particular subject area.
- d. Wide range of educational materials on various levels in each subject area, which enables each ward to work at his own pace.
- e. Ethnic studies library providing traditional and contemporary writings for the different minority groups.

G.E.D. Program

- a. The ward is given diagnostic tests to determine his strengths and weaknesses.
- b. He is then programmed into Cowles-Regnery G.E.D. program.
- c. At the end of the program, he is given a simulated G.E.D. final examination.
- d. If he does well on the simulated test, he is taken to the Santa Cruz County Office of Adult Education for the actual G.E.D. examination.

Remedial Reading Program

A diagnostic prescriptive approach is used. There are three steps in the program:

- a. Test ward for strengths and weaknesses using Webster Disability, Wide Range Achievement, and Gates-MacGinitie Reading Tests.
- b. Program ward into appropriate areas of needed remedial instruction.
- c. Wards use such materials as: SRA Laboratories, programmed readers, audio reading progress laboratories, LSI basic skills laboratories, and State texts. Also, there are individual teacher-ward conferences periodically to check individual's progress.

Remedial Math Program

Again, a diagnostic prescriptive approach is used. There are three steps:

- a. Test ward for strengths and weaknesses using CTBS (California Test of Basic Skills).
- b. Program ward into appropriate areas of needed remedial instruction.
- c. The wards follow an individual prescription in a profile math packet using the Stein Refresher Mathematics Text - 1970 edition. Again, there are individual teacher-ward conferences periodically to check individual progress.

Survival Education Program

- a. Family Life Education
- b. Survival Health
- c. Survival Economics
- d. Household Management
- e. Legal Rights and Aids
- f. Job Orientation
- g. Vocational Guidance

OAK GLEN CONSERVATION CAMP

Oak Glen conservation Camp is located ten miles east of Yucaipa. It has a population of 80.

Instructional Strategies

Instruction approaches include:

- a. Use of an audio-visual program of filmstrips and cassettes.
- b. Use of booklets on certain jobs giving information on the type of equipment one would use, the training needed, and the wages and benefits. Information is also given as to the labor demand.
- c. Programmed instructional materials.
- d. Use of various reading and math kits, with and without tutoring, depending upon the student's level.
- e. Use of history books, newspaper and magazine articles, and other related material.

Courses of Study

The following is a list of the courses covered along with the objectives of each course:

Job Orientation

- a. To increase the students ability to correctly complete a job application, organize and write a resume.
- b. To take an interview with proper dress, voice control, and manner and discuss questions of salary and working conditions.

Vocational Guidance

- a. To improve the students perception of his abilities.
- b. To provide him with information on job possibilities through vocational counseling and vocational guidance material.

English Grammar

- a. To review the basic grammatical applications of English.
- b. To help fulfill the English requirement for graduation.

English Communication

- a. To give the student skill in analyzing newspaper and magazine articles for validity, interest, and the success of the article as a whole.

Remedial Reading

- a. To raise reading skills by .11-.15 grade levels per month.
- b. To increase reading interest.

WASHINGTON RIDGE CONSERVATION CAMP

Washington Ridge Conservation Camp is located seven air miles from Nevada City, California. Established in 1961, the camp is jointly shared by the California Division of Forestry and the California Youth Authority. The camp is a working rehabilitation institution in which wards of the state work for the Division of Forestry in various forest management projects including fire fighting. The wards range in age from 16 to 22, and the ward population fluctuates between 60 and 78. A ward's length of incarceration varies from 30 days to 15 months with a majority of wards spending from 5 to ten months.

Instructional Strategies

The school is a voluntary program and, like all other camp programs, has a strong parole success orientation. Survival education is the main focus of the school. A student's needs are determined and his school program is designed to meet his specific needs; for example, working with a ward who is a nonreader and who desires to keep this fact from his peers.

The instruction is usually individualized; however, group activities and student aides are utilized. An incoming student will be tested in both reading and math and his transcript will be completed. At this time the student and teacher will review these materials to determine the course of study and scheduling which best fit his academic and personal needs.

The educational levels vary from wards who are nonreaders to wards who are high school graduates and need instruction in college enrollment or vocational school selection.

The writing of student contracts provides for the needed flexibility with both short term and long term performance and objectives in mind. The school maintains a noncustodial position with the wards. This and a very free and open environment provide a rather unique learning situation.

Course of Study

Three courses of study, one or more of which fit most student needs are: remedial reading and remedial math; general courses which lead to high school graduation (U. S. History, science, government, etc.) and preparatory courses for the GED examination. Most all studies, however, are remedial and motivational in nature.

On a low-key level, the school offers vocational counseling as well as survival skill discussions, which often times occur at a pool table rather than a classroom.

Subjects covered are:

- a. Remedial Math and Remedial Reading
- b. Any and all subjects needed by student for high school graduation.

- c. Any and all subjects needed by student in preparation for GED examination.
- d. Ethnic studies
- e. Arts and Crafts
- f. Survival Skills

PINE GROVE CONSERVATION CAMP

Pine Grove, located about nine miles east of Jackson off Highway 88, is one of the six forestry conservation camps in the California Youth Authority system. Wards participate in a regular forty-hour week work experience program in conjunction with the State Forestry Service.

Instructional Strategies

An important part of deterring YA offenders is the ability to obtain steady employment. A CETA-funded Employability Skills Program at Pine Grove helps wards increase basic skills (reading, math, vocabulary, writing, etc.) and, therefore, helps wards build self-confidence and dependability when re-entering society and the employment field.

The camp school program runs in the evenings during the wards' free time on a volunteer basis. There is obviously a high amount of motivation for those attending school since they have completed a regular eight-hour work day at locations some distance from camp and still elect to come to school.

Pine Grove school runs from 5:30 to 9:30 p.m., Tuesday through Friday from 8:30 a.m. to 12 noon and from 2:30 to 4:30 p.m. on Saturdays. The teacher reports to work from 1:30 to 10:00 p.m. weekdays and from 8:30 a.m. to 5:00 p.m. on Saturdays.

The school is also involved in group discussions and communications in the different areas to help wards build self-confidence and an appreciation for their abilities as individuals. This type of involvement leads to an increase in the ability to participate in job interviews and other verbal skills needed in the employment market.

Course of Study

The Pine Grove course of study focuses on the general areas:

Specific Employability Skills

- a. The ability to read or understand job applications.
- b. The ability to fill out job applications.
- c. The ability to write resumes.
- d. The ability to read and/or understand verbal or written instructions.
- e. The ability to communicate well with possible employers and with people in general.

Academic Retardation

Most Pine Grove wards involved in the school program enter with scores below the state requirement of 8th-grade level in both reading and math. These low achievement scores cause problems in the following areas:

- a. Knowing and understanding job expectations.
- b. The ability to fill out job-related forms.
- c. The ability to read and understand descriptions of jobs applied for.
- d. The ability to perform simple computations involved in many jobs.

The above skills are minimum requirements not only for jobs requiring a high school diploma or the G.E.D. but for jobs which do not demand a specific educational background at the entry level. The program therefore provides remedial instruction in reading and math.

High School Graduation

Being able to graduate from high school or pass the G.E.D. is very important to the wards attending school at Pine Grove. Most students are above mandatory school age and, therefore, are less likely to finish their education after returning to society. Wards leaving Pine Grove want jobs which often require a high school diploma. The program objectives are to cover all subjects needed by students for high school graduation.

MT. BULLION YOUTH CONSERVATION CAMP

The Mt. Bullion Youth Conservation Camp is situated just off scenic Route 49, five miles north of Mariposa. The Camp is operated jointly by the California Youth Authority and the Division of Forestry and has a budgeted population of 76 young men between the ages of 17 and 24. They are engaged in forest conservation and maintenance projects, and during the hot, dry summer months are kept busy suppressing forest and brushland fires in all parts of the State. Each ward at Mt. Bullion has an assigned job, such as fire crew, laundry, kitchen, etc., at which he works for eight hours per day. As a result of this regular, daily work schedule, the Education Program is held in the evening during the wards recreational time.

Instructional Strategies

The school is a primarily voluntary program. Each student within the program is placed into an individually prescribed, self-pacing course of study designed to best meet his personal goals and needs. Needs assessment is based upon student interview, transcripts, test scores, and interest evaluation.

Materials used are, as much as possible, self-teaching or programmed. There is a wide variety of instructional materials in numerous ability levels. In addition to the teacher, paid ward aides are present within the classroom for assistance and tutoring.

Course of Study

High School Education

All courses required for high school graduation in California are offered for credit at Mt. Bullion. These include English, U. S. History, American Government, Science, Mathematics and First Aid. In addition, a large number of elective courses are available to choose from. Upon completion of the California requirements for graduation, the student will be granted a diploma through the State Board of Education.

G.E.D.

The General Education Development Program offers review and intensive instruction in the five general test areas; Correctiveness and Effectiveness of Expression, Interpretation of Readings in the Social Studies, Interpretation of Readings in Natural Science, Interpretation of Readings in Literature, and General Mathematical Ability. Students are given a predictive G.E.D. exam and then placed into programs in their areas of weakness, one of which is nearly always mathematics. The examinees are transported to Merced College for administration of the test battery.

Intensive Reading

One of the primary program areas within the school program is the intensive reading component. It is designed to provide intensive

individual instruction in basic reading skills to those whose reading ability falls between the 2nd and 6th grade levels, as determined by reading pretests.

The reading component utilizes a variety of materials including S.R.A., Reading Attainment System, Laubach, Sullivan, and high-interest, low-vocabulary supplemental readers. Upon completion of their reading instruction, students are posttested to measure grade level gain while in the program.

Refresher Mathematics

The Refresher Mathematics Program is designed to reach those students whose mathematics ability level is between the 2nd and the 6th grade. A very high percentage of the camp's population falls within these two levels. The base of the mathematics component is Stein's Refresher Mathematics. Students entering the program are pretested and administered diagnostic tests. They are then placed in an individually prescribed course emphasizing work in their areas of weakness. Upon completion, students are posttested to determine grade level gain achieved.

Enrichment

Included within the scope of the Education Department are curriculum areas and services intended specifically to provide enrichment and survival skills to those involved.

The steadily growing and improving camp library is administered directly by the Education Department. The camp teacher serves as librarian for the camp's nearly 3,000 books, as well as liason with the Merced County Library from which wards now are able to obtain books.

An expanding and increasingly active vocational and career education service is provided through the Education Department. College and vocational guidance, job information, employment statistics, and employment skills training are offered to student and nonstudent wards.

The development of a comprehensive survival education packet is underway at the camp. The packet will include information in the areas of: Family Life, Consumer Education, Legal Rights and Responsibilities, Health, and First Aid.

Findings

CETA Program Objectives

Five separate objectives were identified in the application for CETA funding. These were:

- 1) Students enrolled in the reading programs will make gains of .11-.15 grade levels per month in computations and applications.
- 2) Students enrolled in the reading programs will make gains of .11-.15 grade levels per month in vocabulary and comprehension.
- 3) It is anticipated that at least 75 individuals will graduate from high school or will receive GED certificates as a result of this program.
- 4) To increase each student's capability of developing a realistic perception of his own potential and to help him become aware of job resources and alternatives available in the community by providing vocational counseling and vocational guidance resource material.
- 5) As a result of the basic employability skills program, a young man will receive prerequisite job-skill training that will increase the number of Youth Authority camps parolees placed in entry level jobs in the community.

The information collected through questionnaires and other forms reflect directly and indirectly on the degree to which each of these objectives is important and meaningful and on the degree of achievement of the objective.

As can be seen in Table 1, there were a total of 418 entries to the camp program (this includes individuals carried over from the ESEA program) and 235 exits from the program between September 1, 1974, and May 30, 1975. The plan submitted to the Manpower Planning Office for servicing individuals in the CETA program estimated that we would have 375 entries and 225 terminations during this time period. The number of individuals served is,

TABLE 1

Movement Summary for Camp Education Programs
September 1, 1974 to May 30, 1975

	Plan	Actual	Percent of Plan
Individuals entering program	375	418	111
Individuals terminating from program	225	235	104
Individuals enrolled May 30, 1975	150	183	122

therefore, exceeding plans. At the end of May, 1975, the camp program had 183 individuals enrolled or 122 percent of the number planned for that date.

Table 2 breaks down the number of individuals enrolled on May 30, 1975, by camp and shows this number enrolled in relation to the total camp population. The percent of the total camp population enrolled in this voluntary program varied from a low of 42 percent at Ben Lomond to a high of 59 percent at Mt. Bullion. On the average, across camps, 52 percent were enrolled in the program.

Characteristics of the Population Served

Data on the characteristics of entries to the Youth Authority camp education programs were obtained from the number of different documents. Since data collection did not begin at the beginning of the program year, data relating to the characteristics of the population are not available on all entries. However, the characteristics of the camp population are probably

TABLE 2

Number of Individuals Enrolled and
Percent of Camp Population Enrolled
May 31, 1975

Camp	Number enrolled	Total camp population	Percent enrolled
Total	183	351	52
Ben Lomond	30	72	42
Mt. Bullion	39	66	59
Oak Glen	43	74	58
Washington Ridge	33	70	47
Pine Grove	38	69	55

sufficiently stable for the percentage distributions given in Table 3 to be reasonably accurate description of the population served in the education program. Table 3 shows: 1) Sixty-three percent of the camp population were between 19 and 21 years of age at entry; 2) The bulk of the population served were at the 9th to the 11th grade level at entry; 3) No high school graduates entered the program; 4) Sixty percent of the entries on whom data were available were judged economically disadvantaged; 5) The preponderance of the population served belong to a minority group (54 percent); 6) Thirty-four percent of the entries were unemployed immediately prior to entry; and 7) the bulk of those who were employed prior to entry received between \$2 and \$4 an hour in wages.

Math Component

The math skills of wards admitted to the Department of the Youth Authority have repeatedly been shown to be seriously depressed. As can be seen in Tables 4 and 5 (which provide the pretest math computational and application

TABLE 3

Characteristics of Admissions to Youth Authority
Camp Education Programs

Characteristics	Number	Percent
Age		
18 and under	69	32
19-21	137	63
22 and over	11	5
Education		
8 and under	6	3
9-11	167	97
Family Income		
AFDC	26	15
Public assistance, other	46	25
Economically, disadvantaged	64	60
Ethnic Group		
White	83	46
Black	49	27
Spanish American	45	25
Other	3	2
Prior Wage		
Unemployed	60	34
Less than 1.00	3	2
1.00-1.99	17	9
2.00-2.99	47	26
3.00-3.99	31	17
4.00-4.99	14	8
5.00-5.99	4	2
6.00 or more	3	2

grade placement of entries to the camp educational program, a similar depression of math scores is true for entries to the camp education program. Despite the fact that the bulk of individuals are over 18 years of age, only 27 percent score above 8.0 on a math computational test and only 29 percent could score

TABLE 4

Pretest Math Computation Grade Placement for
Participants in the Camp Education Programs

Grade Placement	Number	Percent
1.0-3.9	25	12
4.0-5.9	68	32
6.0-7.9	63	29
8.0-9.9	49	23
10.0 and above	9	4

TABLE 5

Pretest Math Application Grade Placements for
Participants in the Camp Education Programs

Grade Placement	Number	Percent
1.0-3.9	30	14
4.0-5.9	55	26
6.0-7.9	67	31
8.0-9.9	40	19
10.0 and above	21	10

above 8.0 on the math application test. The entries to the program recognized their difficulties in math.

When asked how important improving math skills was in signing up for the school program, the following responses were given:

	<u>Number</u>	<u>Percent</u>	<u>Cumulative percent</u>
<i>Very important</i>	93	46	46
<i>Important</i>	78	39	85
<i>Not too important</i>	24	12	97
<i>Little or no connection</i>	7	3	100

TABLE 6

Grade Level Gains in Math for Individuals
with Pre- and Posttests

	Number	Average grade gain	Average gain per month
Math computations	54	1.8	.42
Math applications	53	1.6	.42

Fully 81 percent of the wards saw math as either important or very important in terms of signing up for the program. A total of 54 individuals received both pre- and posttests in math computations and 53 individuals in math applications. The average grade gain in these two areas were 1.8 and 1.6 respectively (see Table 6). The grade gains per month exceeded the objectives for grade gains in mathematics specified earlier.

Language Development Component

The reading comprehension scores of the Youth Authority population are also generally depressed over that of the general population. The scores, however, usually are not as depressed as the math scores. A similar pattern appears for those served in the camp education program can be seen in Tables 7 and 8. Here we see that 51 percent of the population had reading comprehension scores above 8.0 and 42 percent had reading vocabulary scores above 8.0. This leaves

TABLE 7

Pretest Reading Comprehension Grade Placement for
Participants in the Camp Education Program

Grade Placement	Number	Percent
1.0-3.4	23	11
4.0-5.9	42	19
6.0-7.9	41	19
8.0-9.9	51	24
10.0 and above	59	27

TABLE 8

Pretest Reading Vocabulary Grade Placement for
Participants in the Camp Education Program

Grade Placement	Number	Percent
1.0-3.9	22	10
4.0-5.9	45	21
6.0-7.9	57	27
8.0-9.9	55	26
10.0 and above	35	16

a fairly sizable group with severely depressed scores. Forty-nine percent had reading comprehension scores below 8.0, and 68 percent had vocabulary scores below 8.0.

When asked how important improving reading skills was in their signing up for school, the following responses were given:

	<u>Number</u>	<u>Percent</u>	<u>Cumulative percent</u>
<i>Very important</i>	79	39	39
<i>Important</i>	72	36	75
<i>Not too important</i>	35	18	93
<i>Little or no connection</i>	15	7	100

Most students felt that reading was an important factor in their becoming involved in the school program.

The reading comprehension and reading vocabulary gains per month for those who were both pre- and posttested are shown in Table 9. The gains per month exceed the objective of .11 to .15 grade levels.

TABLE 9

Grade Level Gains in Reading for Students with Pre- and Posttests

	<u>Number</u>	<u>Average grade gain</u>	<u>Average gain per month</u>
Reading comprehension	53	1.1	.30
Reading vocabulary	52	1.2	.29

High School Graduation and GED Certificates

Since high school diplomas are a prerequisite for obtaining a large number of jobs, this component was perceived the important one within the camp education program. Virtually all the students enrolled were above mandatory school age, and it can be anticipated that they will be unlikely to ever obtain a high school diploma if it is not acquired with the Department of the Youth Authority.

When asked how important taking courses toward high school graduation was in their signing up for the school program, the following responses were given:

	<u>Number</u>	<u>Percent</u>	<u>Cumulative percent</u>
<i>Very important</i>	146	73	73
<i>Important</i>	31	15	88
<i>Not too important</i>	18	9	97
<i>Little or no connection</i>	6	3	100

Table 10 shows a number of units needed to complete high school for entries to the camp program. Seventeen percent were fairly close to high school graduation, needing less than 50 units, while the bulk of the

TABLE 10

Number of Units Needed to Complete High School for Admissions to the Camp Education Program

<u>Units Needed</u>	<u>Number of students</u>	<u>Percent of students</u>
0-50	23	17
50-100	58	44
100-150	35	27
150-200	16	12

population needed between 50 and 100 units. Table 11 shows the distribution of the number of units completed while in the program. The participation of 22 percent of the students in the program was apparently limited in that they only completed between 1 and 10 units. Twenty-five percent completed between 6 and 50 units and an additional 30 percent completed between 50 and 75 units. The median number of units completed was 41. Thus, graduation

from high school seems to be a reasonable expectation for individuals who have less than 50 units left to complete at the time of entry (e.g., for 17 percent of the population), while high school graduation is not as likely for the remainder of the population. For this second group obtaining an equivalent to high school graduation by passing the GED is a viable alternative, if their reading and math scores and other knowledge is sufficiently high so that they have a reasonable expectation of passing this exam.

TABLE 11

Number of High School Units Completed by Exits from the Camp Education

Units completed	Number of students	Percent of students
0-50	8	22
11-25	4	11
26-50	9	25
50-75	11	30
Over 75	4	11

The goals specified in the CETA application called for 75 individuals graduating from high school or receiving GED certificates. As can be seen in Table 12, this goal was exceeded in the first nine months of the project. A total of 103 received high school graduation certificates or GED during this period. At this rate during the entire year, we should expect a total of 137 for the entire year. This is a very impressive total, almost twice the number of high school graduates and GED's as expected.

TABLE 12

Number of High School Graduates and GED's by Camp, September 1 - May 30, 1974

	High School graduates	GED's
Total	79	24
Ben Lomond	22	8
Mt. Bullion	7	6
Oak Glenn	6	7
Pine Grove	20	0
Washington Ridge	24	3

Vocational Counseling

The CETA application submitted to the Manpower Planning Office pointed out the relatively poor employment records of Youth Authority wards. The survey of the parole caseload in April, 1973, showed, for instance, that 35.3 percent of our parole population were unemployed and an additional 17 percent were employed only part time. A large amount of vocational counseling related information was obtained from the student questionnaire administered when the students entered and exited from the program.

When asked how important learning more about opportunities for trade training or junior college was, in signing up for the school program, the following responses were given:

	<u>Number</u>	<u>Percent</u>	<u>Cumulative percent</u>
<i>Very important</i>	68	34	34
<i>Important</i>	67	34	68
<i>Not important</i>	41	21	89
<i>Little or no connection</i>	23	11	100

It appears that learning about job opportunities and opportunities for trade training at junior college was an important factor for a large percentage of the wards in their signing up from the school program. However, as can be

seen from the responses to the following questions, a fairly high percentage of the wards had a good deal of confidence in their 1) ability to explain their future job plans, 2) ability to look for the job they want, 3) knowledge of employers to see, 4) knowledge of where the nearest State Employment Development Office is, and 5) knowledge of how to get along in a job interview.

The following responses were given when the wards were asked how well each of the statements apply to them:

I can explain what my future job plan is.

	<u>Number</u>	<u>Percent</u>	<u>Cumulative percent</u>
Very much	65	32	32
Much	39	19	51
Some	67	33	84
Little	17	8	92
Very little	16	8	100

I know about job opportunities.

	<u>Number</u>	<u>Percent</u>	<u>Cumulative percent</u>
Very much	46	23	23
Much	49	24	47
Some	67	33	80
Little	27	13	93
Very little	13	7	100

I know how to look for the job I want.

	<u>Number</u>	<u>Percent</u>	<u>Cumulative percent</u>
Very much	75	37	37
Much	47	24	61
Some	40	20	81
Little	25	12	93
Very little	13	7	100

The students were asked about their job seeking knowledge and skills when they entered the program. The following responses were given:

I have learned how to fill out a job application form.

	<u>Number</u>	<u>Percent</u>
Yes	156	80
No	40	20

I have learned how best to get along in a job interview.

	<u>Number</u>	<u>Percent</u>
Yes	143	73
No	54	27

I know where the nearest State Employment Development Office is located in the community where I will be paroled.

	<u>Number</u>	<u>Percent</u>
Yes	158	79
No	41	21

I know what employers to see for the kind of job I want to find on parole.

	<u>Number</u>	<u>Percent</u>
Yes	134	67
No	65	33

Thus, we have an apparent paradox where the wards appear to indicate that they have enrolled in the program to receive vocational counseling and yet seem to indicate, on the other hand, that they don't need counseling. One possible explanation of this apparent paradox is suggested in the student's responses to the question on knowledge about job opportunities. Fully, 53 percent indicated their knowledge about job opportunities was only some, little or very little. The wards seem to be indicating that they have a plan at present which would lead them to a job; however, they would like to learn about other types of opportunities, which might allow them to develop a more satisfactory job plan. A second explanation of this apparent paradox would be that the students are simply not willing to admit their inability to perform certain functions they feel they should be able to perform.

When the students were leaving the camp education program, they were asked what kinds of help they had received in choosing an occupation. The following responses were given:

Have taken a test about types of jobs I might like.

	<u>Number</u>	<u>Percent</u>
Yes	8	22
No	29	78

Have taken a test to show my job skills.

	<u>Number</u>	<u>Percent</u>
Yes	8	21
No	30	79

Have talked with the camp teacher about different kinds of jobs.

	<u>Number</u>	<u>Percent</u>
Yes	26	68
No	12	32

Have seen slides or listened to tapes about different kinds of jobs.

	<u>Number</u>	<u>Percent</u>
Yes	11	29
No	27	71

Have been shown written materials about different kinds of jobs.

	<u>Number</u>	<u>Percent</u>
Yes	20	53
No	18	47

The data above suggests that the bulk of the vocational counseling services by Youth Authority wards were in the form of discussions with teachers and reviews of written materials about different kinds of jobs. Relatively few indicated that they had taken job-interest tests or job-skills tests. Such a focus is probably appropriate given the responses to questions at entry to the camp program. However, since relatively few of the entries to the camp program indicated that they had ever taken an

interest test, it would seem desirable for the camp program to experiment with the use of vocational-interest tests to determine their usefulness in counseling with wards.

A comparison of pre- and posttest responses to some of the other questions on the student questionnaire would probably have led to a clearer understanding of the vocational-counseling component. However, there are only 17 individuals who had both pre- and postquestionnaires; it, therefore, did not seem desirable to include this data.

Employment

Beginning in March, 1975, camp teachers began reporting information concerning whether wards terminating from their program and leaving their camp had a job arranged in the community at the time of termination. Data related to employment were provided for 41 such terminations. The records indicate that 23 wards or 56 percent of the releases had a job at release. Table 13 shows that not all segments of the Youth Authority population are equally likely to find employment. It also shows the importance of high school graduation as a factor in employment. Ten of our eleven wards who have graduated from high school obtained employment at release while only one out of three with grade placement under the 9th grade obtained employment. Whether or not a person economically disadvantaged did not appear to be an important factor. Sixty percent of those who were economically disadvantaged obtained a job while 55 percent of those not economically disadvantaged obtained a job.

TABLE 13

Education by Type of Termination

Education	Total		Without Job		With Job	
	Number	Percent	Number	Percent	Number	Percent
Under 9	3	100	2	67	1	33
9-11	27	100	15	56	12	44
High school grad	11	100	1	10	10	90

TABLE 14

Economic Disadvantaged by Type of Termination

Economic	Total		Without Job		With Job	
	Number	Percent	Number	Percent	Number	Percent
Yes	10	100	4	40	6	60
No	31	100	14	45	17	55

Exhibits

A, B, C, and D

Exhibit A

STUDENT QUESTIONNAIRE NO. 2

Your help is needed to find out how well the Camp Education Program is operating and how much it seems to be helping students. Please complete the questions below regarding your opinions and experiences in the Program. Then, seal the completed questionnaire in the attached envelope and give it to the Camp teacher for mailing to the YA Research Division.

Feel free to answer each question according to what you really believe. The questionnaire will be seen only by YA Research Division staff and will be held strictly confidential. Your answers will not affect your standing in the Youth Authority in any way.

Camp _____

Your Name _____ (01-08) YA# _____ (10-14)
Last First Middle

1. Think about some of the reasons which affected your signing up in the Camp Education Program. How important were each of the following reasons to your signing up:

(Check one box for each statement)

	Very Important	Important	Not too Important	Had little or No connection	
	1	2	3	4	
To improve my reading ability:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(15)
To improve my math ability:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(16)
To take courses I need toward high school graduation:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(17)
To give me something to do in the evening around here:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(18)
To learn more about job opportunities:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(19)
To learn more about opportunities for trade training or Junior College:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(20)
To get to know the teacher(s) in the Program:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(21)
To help me get paroled:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(22)

Was there any other reason(s) which affected your signing up?
 Yes No
1 2 (23)

If Yes, please explain: _____

(24)

2. Based on the facts I have now, my job plan after I get paroled is:
(check one box for each statement)

- Still not clear 1
- A little clear to me now 2
- Fairly clear to me at this time 3
- Very clear to me now 4
- Job plan isn't needed because I'll be going to school full time 5

3. How much more school education do you expect to get in the next few years? (check one box)

- Probably not more than I have now 1
- Some more high school 2
- Graduate from high school 3
- Some junior college 4
- Graduate from junior college 5
- Graduate from 4-year college 6

4. How much progress have you made in reading while in the Camp Education Program? (check one box)

- None 1
- Little 2
- Some 3
- Much 4
- Very much 5

5. How much progress have you made in math while in the Camp Education Program? (check one box)

- None 1
- Little 2
- Some 3
- Much 4
- Very much 5
- Did not take math 6

6. How well do you like each of the following school subjects:
(For each subject, check one box)

	Very Much 1	Much 2	Just So-So 3	Dislike 4	Dislike a Lot 5	
Reading	<input type="checkbox"/>	(29)				
Math	<input type="checkbox"/>	(30)				
Social Studies	<input type="checkbox"/>	(31)				
Science	<input type="checkbox"/>	(32)				
Music	<input type="checkbox"/>	(33)				
Other: _____ (specify)	<input type="checkbox"/>	(34)				

7. How well does each of the statements below apply to you at this time?
(Check one box for each statement)

	Very Much 1	Much 2	Some 3	Little 4	Very Little 5	
I can explain what my future job plan is.	<input type="checkbox"/>	(35)				
I have a good idea of what my achievement test scores mean.	<input type="checkbox"/>	(36)				
I can explain how the courses I am taking will fit into my future plans.	<input type="checkbox"/>	(37)				
I know what courses are hard for me.	<input type="checkbox"/>	(38)				
I know how to improve my study habits.	<input type="checkbox"/>	(39)				
I know about job opportunities.	<input type="checkbox"/>	(40)				
I know how to look for the job that I want.	<input type="checkbox"/>	(41)				
I know about how to deal with personal problems I have here in camp.	<input type="checkbox"/>	(42)				
I know what kinds of problems I can expect on parole.	<input type="checkbox"/>	(43)				

8. Since you have been in the Camp Education Program, what kinds of help have you gotten in choosing an occupation?

(check "Yes" or "No" for each statement)

Yes No

1 2

Have taken a test about types of jobs I might like. (44)

Have taken a test to show my job skills. (45)

Have talked with the Camp teacher about different kinds of jobs. (46)

Have seen slides or listened to tapes about different kinds of jobs. (47)

Have been shown written materials about different kinds of jobs. (48)

9. Indicate whether each of the following statements applies to you by checking "Yes" or "No":

Yes No

1 2

I have learned how to fill out a job application form. (49)

I have learned how best to get along in a job interview. (50)

I know where the nearest State Employment Development Office is located in the community where I will be paroled. (51)

I know what employers to see for the kind of job I want to find on parole. (52)

I am familiar with how to open a bank account and how to write checks. (53)

I know where the junior college, trade school, or other type of school is located which I could attend. (54)

While in the Camp Education Program, I have learned how to handle my budget when I go on parole. (55)

I know who my parole agent will be after I return to the community. (56)

I have learned about YA parole regulations. (57)

10. In your opinion, are there any ways in which this Camp Education Program can be improved? Yes No. If Yes, please explain briefly:

1 2

(58)

THANK YOU FOR YOUR HELP BY COMPLETING THIS QUESTIONNAIRE.

Exhibit B

STUDENT DATA FORM

<u>Codes</u>	<u>Columns</u>	<u>Item</u>
-----	1-5	YA Number
-----	6-11	Name
---	12-13	Institution
-----	14-19	Date of 1st class in program
-----	20-25	Date of last class in program
-	26	Type of departure
		<u>School Status</u>
-----	27-29	Units needed to complete high school
-----	30-32	Units completed while in Program
-	33	Graduated from high school while in Program
-	34	GED attempted/received while in Program
		<u>Number of Counseling Contacts</u>
---	35-36	Total contacts
---	37-38	Academic problems
---	39-40	Personal adjustment
---	41-42	Vocational or employment plans
---	43-44	Other areas, specify: _____
---	45-46	_____
		<u>Teacher Rating of Student - Pre-Test</u>
-	47	How employable
-	48	Aware of job opportunities
-	49	Social skill in finding and holding job
-	50	Likely to continue education
		<u>Teacher Rating of Student - Post-Test</u>
-	51	How employable
-	52	Aware of opportunities
-	53	Social skill in finding and holding job
-	54	Likely to continue education
-	80	Card #1

Exhibit C

ACHIEVEMENT DATA FORM

<u>Codes</u>	<u>Columns</u>	<u>Item</u>
-----	1-5	*YA Number
-----	6-11	*Name
---	12-13	*Institution
---	14-15	Living Unit
---	16-17	*Age at Admission
---	18	*Ethnic Group
-----	19-24	*Date of Admission to Institution
-----	25-28	Month and Year of Release
---	29	Testing Period
---	30	Test Type
		<u>Program Involvement</u>
---	31	Reading Program
---	32	Math Program
---	33	Language Program
---	34	Other Program
		<u>*Pretest</u>
-----	35-39	Date of Test
-----	40-42	Vocabulary
-----	43-45	Comprehension
-----	46-48	Reasoning (Applications)
-----	49-51	Fundamentals (Computations)
-----	52-54	Mechanics of English
-----	55-57	Spelling
		<u>Posttest</u>
-----	58-62	Date of Test
-----	63-65	Vocabulary
-----	66-68	Comprehension
-----	69-71	Reasoning (Applications)
-----	72-74	Fundamentals (Computations)
-----	75-77	Mechanics of English
-----	78-80	Spelling

YA 1.622B (9-74)

Exhibit D

CLIENT CHARACTERISTICS FORM

<u>Item</u>	<u>Columns</u>	
*YA number	1-5	-----
*Name	6-11	-----
*Institution	12-13	-----
*Date of first class in program	14-19	-----
Date of last class in program	20-25	-----
*Education	26	-----
*Ethnic group	27	-----
*Limited English	28	-----
*Seasonal farm worker	29	-----
*Veteran	30	-----
*Handicapped	31	-----
*Prior hourly wage	32	-----
*Public Assistance	33	-----
*Economically disadvantaged	34	-----
Type of termination	35	-----
Anticipated hourly wage	36	-----
Anticipated length of employment	37	-----
Blank	38-79	-----
Card Code	80	-----

2-21-75

CODING INSTRUCTIONS

Column	Item	Comments
1-5	YA number	
6-11	Name	Print first six digits of last name in capital letters.
12-13	Institution	
14-19	Date of first class	Code month, day, year.
20-25	Date of last class	Code month, day, year.
26	Education	8th Grade and under - code 1 9th-11th Grade - code 2 H.S. Grade or GED - code 3 Post high school - code 4
27	Ethnic group	1 = White 2 = Black 3 = Spanish American 4 = Oriental or Asian 5 = American Indian 6 = Alaskan Native 7 = Filipino 8 = Other
28	Limited English Speaking Ability	Code 1 if client's native language is not English and his proficiency in English is a job handicap. Otherwise, code 2.
29	Migrant or Seasonal Farm Family Member	Code 1 if client is a person or a dependent of a person who occasionally or habitually is employed in seasonal farm work whether or not the person leaves his established residence to accept the employment. Otherwise, code 2.
30	Veterans Special Vietnam Era	Code 1 if the client is a veteran who served in the Armed Forces on active duty for a period of 180 days any part of which occurred during the Vietnam Era and who had other than dishonorable discharge or was discharged or released from active duty for a service connected disability if any part of such active duty was performed during the Vietnam Era. Code 2 if the client was a veteran other than Vietnam Era veteran and he had other than a dishonorable discharge. Otherwise, code 3.
31	Handicapped	Code 1 if the client has a physical, mental, or emotional impairment or a chronic condition which could limit work activities or is a veteran currently rated at least 10 percent physically disabled by the Veterans Administration or was retired for physical disability by a branch of the Armed Forces. Otherwise, code 2.

32	Prior Hourly	Code 1 - Unemployed Code 2 - Less than \$1.00 Code 3 - \$1.00 - 1.99 Code 4 - \$2.00 - 2.99 Code 5 - \$3.00 - 3.99 Code 6 - \$5.00 - 4.99 Code 7 - \$5.00 - 5.99 Code 8 - \$6.00 or more																											
33	Public Assistance	Code 1 if client's family is receiving Aid to Families with Dependent Children (AFDC). Code 2 if client's family is receiving other federal or non-federal public assistance. Otherwise, code 3.																											
34	Economically Disadvantaged	Code 1 if the client's family is economically disadvantaged. Otherwise, code 2. A person will be deemed "Economically Disadvantaged" for reporting purposes if he/she is a member of a family, which receives cash welfare payments, or where the annual family net income in relation to family size and location does not exceed the following:																											
		<table border="1"> <thead> <tr> <th>Family Size</th> <th>Nonfarm Income</th> <th>Income</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>\$2,330</td> <td>\$1,930</td> </tr> <tr> <td>2</td> <td>3,070</td> <td>2,610</td> </tr> <tr> <td>3</td> <td>3,810</td> <td>3,240</td> </tr> <tr> <td>4</td> <td>4,550</td> <td>3,870</td> </tr> <tr> <td>5</td> <td>5,290</td> <td>4,500</td> </tr> <tr> <td>6</td> <td>6,030</td> <td>5,130</td> </tr> <tr> <td>7</td> <td>6,770</td> <td>5,750</td> </tr> <tr> <td colspan="2">For each additional family member add:</td> <td>740 630</td> </tr> </tbody> </table>	Family Size	Nonfarm Income	Income	1	\$2,330	\$1,930	2	3,070	2,610	3	3,810	3,240	4	4,550	3,870	5	5,290	4,500	6	6,030	5,130	7	6,770	5,750	For each additional family member add:		740 630
Family Size	Nonfarm Income	Income																											
1	\$2,330	\$1,930																											
2	3,070	2,610																											
3	3,810	3,240																											
4	4,550	3,870																											
5	5,290	4,500																											
6	6,030	5,130																											
7	6,770	5,750																											
For each additional family member add:		740 630																											
35	Type of Termination	Code 1 - Parole exit employment arranged by YA Code 2 - Parole exit employment arrange by self Code 3 - Parole exit school arranged Code 4 - Parole exit no specific job or school arranged Code 5 - Transferred to another facility Code 6 - Stopped coming to class Code 7 - Went AWOL																											
36	Anticipated Hourly Wage	For individuals with prearranged employment, code their anticipated hourly wage in same categories used for prior hourly wage.																											
37	Anticipated Length of Employment	Code 1 - 1 through 3 days Code 2 - 4 through 150 days Code 3 - Over 150 days																											

END