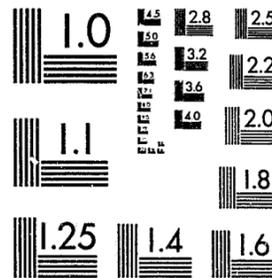


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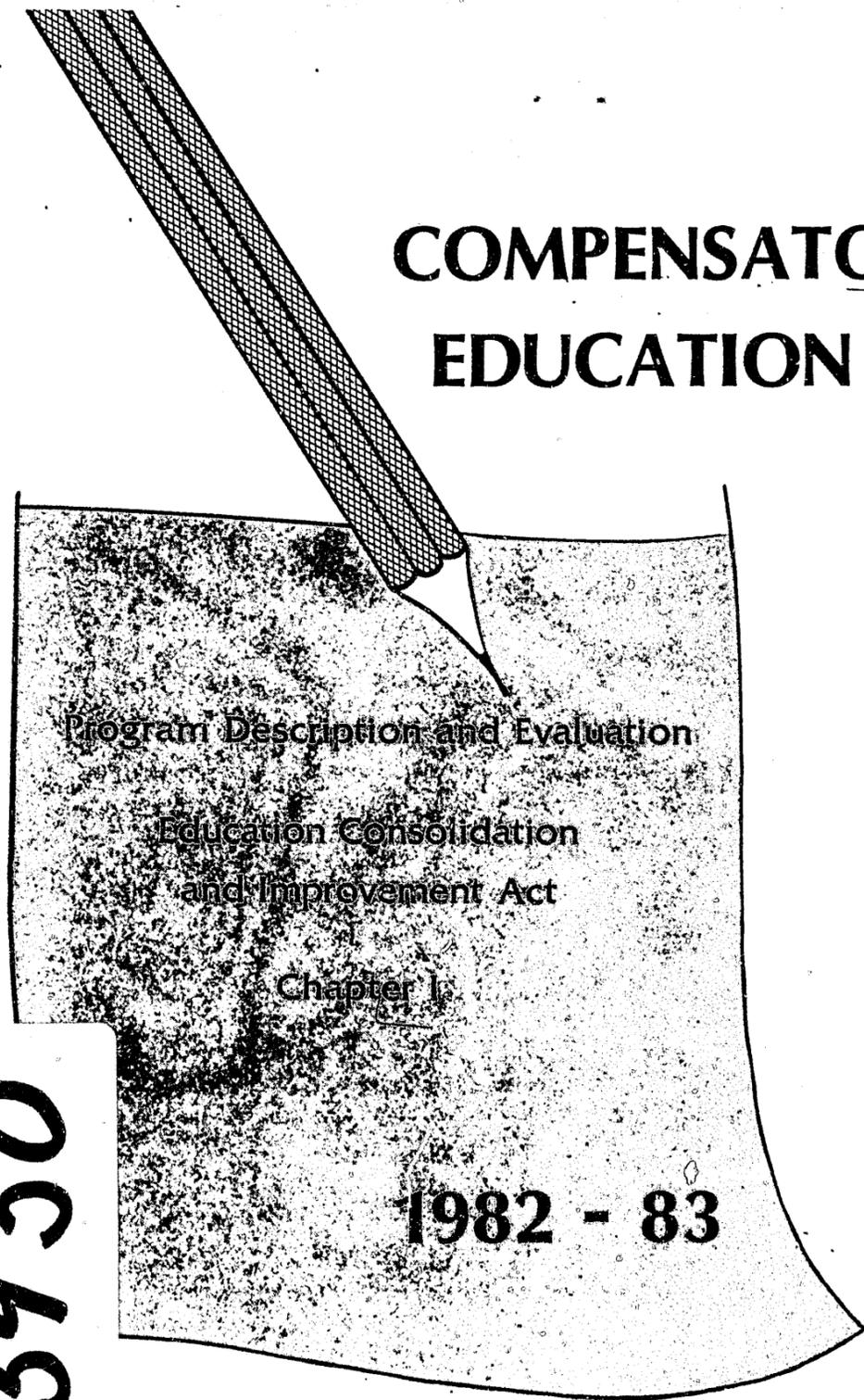
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8/3/84

COMPENSATORY EDUCATION



93430

DEPARTMENT OF THE YOUTH AUTHORITY

State of California
GEORGE DEUKMEJIAN,
GOVERNOR

Youth and Adult Correctional Agency
N. A. CHADERJIAN,
SECRETARY



TABLE OF CONTENTS

	<u>PAGE</u>
I. INTRODUCTION	1
II. PROGRAM DESCRIPTION	2
Administration	2
Program Components	3
School Settings	5
Students	6
Staff	12
Budget	15
III. EVALUATION OF COMPONENTS	19
Instructional Components	20
Staff Development	51
IV. SUMMARY AND RECOMMENDATIONS	54
Reasons for Successful Programs	56
Areas in Need of Improvement Identified by Project Staff.....	57
General Recommendations for 1983-84	59
V. SIGNIFICANCE AND VALUE OF SUPPLEMENTAL ACTIVITIES PROVIDED BY TITLE I, ECIA PROGRAMS	62
REFERENCES	64

Department of the

Youth Authority

INSTITUTIONS AND CAMPS BRANCH

C. A. Terhune
Deputy Director
Charles A. Kuhl, Ed.D.
Chief, Education Services
George C. Vidal, Supervisor
Compensatory Education Program
Jo Ann M. Mahan, Ph.D.
Supvr., Correctional Education Programs
Marjorie B. Brodt, Compensatory
Education Research & Eval. Specialist
Amarjit S. Bal, Ph.D.
Research Analyst II
Mannie Webb
Research Analyst II
Valerie E. Morita
Senior Stenographer
Mildred Ivanovich
Office Assistant II

REPORT AUTHORS

Marjorie B. Brodt
Mannie Webb

4241 Williamsbourgh Drive, Suite 227
Sacramento, California 95823
(916) 445-8263

JAMES ROWLAND,
DIRECTOR

GEORGE R. ROBERTS,
CHIEF DEPUTY DIRECTOR

FRANCISCO J. ALARCON,
Deputy Director
**ADMINISTRATIVE SERVICES
BRANCH**

RONALD W. HAYES
Deputy Director
**PREVENTION AND COMMUNITY
CORRECTIONS BRANCH**

WILBUR A. BECKWITH
Deputy Director
PAROLE SERVICES BRANCH

C. A. TERHUNE,
Deputy Director
**INSTITUTIONS AND CAMPS
BRANCH**

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National Institute of Justice

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LIST OF TABLES

	<u>PAGE</u>
1. Characteristics of the Title I, ECIA Reading and Language Arts Programs in Institutional Schools, Fiscal Year 1982-83	7
2. Characteristics of the ECIA, Chapter I, Mathematics in Institutional Schools, Fiscal Year 1982-83	8
3. Characteristics of the ECIA, Chapter I, Reading/Language and Mathematics Programs In Camp Schools, (All held in Regular Classroom) Fiscal Year 1982-83	9
4. Characteristics of ECIA, Chapter I Students in Reading, Language and Mathematics Programs Fiscal Year 1982-83	11
5. Chapter I Site Positions Fiscal Year 1982-83	13
6. ECIA, Chapter I and State-Funded Staff and Volunteers Working in ECIA Programs Fiscal Year 1980-83.....	14
7. Total Budget per Institution, Percentage of Budget Allocated per Institution and Average Cost per Participating Student, Fiscal Years 1980-81, 1981-82 and 1982-83	17
8. Number of Eligibles and Participants, the Number of Eligibles in Lowest Quartile(s) and the Percent of Eligibles Served by ECIA, Chapter I Funds, Fiscal Years 1978-79, 1979-80 and 1980-81	18
9. Average TABE Pretest Level, Gains per Month in Program and Length of Time in Program, for Chapter I Students, Fiscal Year 1982-83	22
10. Achievement Gains of Chapter I Students on the TABE, Fiscal Year 1982-83	24
11. Achievement Score Data Effect of Including O.H. Close Students Pretesting Over 6.5 and Ward Aides, Fiscal Year 1982-83	25
12. Summary of Average Rate of Gain in TABE Score by Pretest by Pretest Level, Fiscal Year 1982-83	28
13. Reading Vocabulary Average Rate of Gain in TABE Score by Pretest Level Fiscal Year 1982-83	29
14. Reading Comprehension Average Rate of Gain in TABE Scores by Pretest Level, Fiscal Year 1982-83	30

	<u>PAGE</u>
15. Total Reading Average Rate of Gain in TABE Scores by Pretest Level, Fiscal Year 1982-83	31
16. Math Computations Average Rate of Gain in TABE Scores by Pretest Level, Fiscal Year 1982-83	32
17. Math Concepts Average Rate of Gain in TABE Scores by Pretest Level, Fiscal Year 1982-83	33
18. Total Math Average Rate of Gain in TABE Scores by Pretest Level, Fiscal Year 1982-83	34
19. Mechanics of English Average Rate of Gain in TABE Scores by Pretest Level, Fiscal Year 1982-83	35
20. Spelling Average Rate of Gain in TABE Scores by Pretest Level, Fiscal Year 1982-83	36
21. 1982-83 Achievement Data, Summary of Average Months Gained per Month in Program by Months in Program	40
22. Reading Vocabulary, Average Rate of Gain in TABE Scores by Number of Months in Program, Fiscal Year 1982-83	41
23. Reading Comprehension Average Rate of Gain in TABE Scores by Number of Months in Program, Fiscal Year 1982-83	42
24. Total Reading Average Rate of Gain in TABE Scores by Number of Months in Program, Fiscal Year 1982-83	43
25. Math Computations Average Rate of Gain in TABE Scores by Number of Months in Program, Fiscal Year 1982-83	44
26. Math Concepts Average Rate of Gain in TABE Scores by Number of Months in Program, Fiscal Year 1982-83	45
27. Total Math Average Rate of Gain in TABE Scores by Number of Months in Program, Fiscal Year 1982-83	46
28. Mechanics of English Average Rate of Gain in TABE Scores by Number of Months in Program, Fiscal Year 1982-83	47
29. Spelling Average Rate of Gain in TABE Scores by Number of Months in Program, Fiscal Year 1982-83	48
30. Summary of Hours and Percentages of All Staff in Each Type of Training 1982-83 F.Y.	53

LIST OF FIGURES

	<u>PAGE</u>
1. Average Months Gain by Levels of Pretest Scores as Measured by the TABE for Fiscal Year 1982-83	27
2. Learning Curve Showing Relationship Between Achievement Gains and Time in Program	39
3. Average Months Gain by Number of Months in Program As Measured by the TABE for Fiscal Year 1982-83	49
4. Average Months Gain per Month in Program As Measured by the TABE for Fiscal Years 1980-81, and 1982-83	50

I. INTRODUCTION

Chapter I of the Education Consolidation and Improvement Act (ECIA) has provided the Youth Authority with federal funds for Compensatory Education since 1967. These funds, provided by Public Law 89-750, are used to supplement the State-provided instruction for educationally disadvantaged students. ECIA services are offered to those students identified as the "neediest of the needy" before extending them to other eligible students.

This report describes the Chapter I programs in the fifteen participating schools and camps of the California Youth Authority and includes data on characteristics of students, staff and the institutions and camps as well as academic achievement data on the students. Programs in the institutions and camps vary considerably, because of the unique needs of the students, the expertise of the staff and the concerns at each institution or camp.

The recommendations and conclusions offered in this report regarding the general status of ECIA programs were based on the data collected during process and program evaluation.

II. PROGRAM DESCRIPTION

Administration

Primary responsibility for the administration of ECIA Chapter I funds in the Youth Authority has been placed with the California Department of Education. That department reviews, approves and regulates the remedial projects in all California agencies which receive ECIA funds to serve neglected or delinquent youth.

Within the Department of the Youth Authority, Chapter I programs are administered by the Institutions and Camps Branch. In the Education Services Section of the Institutions and Camps Branch, a Supervisor of Compensatory Education Programs has been designated to oversee the operations of the program. The supervisor is assisted by a Central Office staff, which includes a Correctional Education Program Supervisor, a Reading Specialist of Remedial and Developmental Programs, a Research and Evaluation Specialist, two half-time Research Analysts and three clerical support staff. Their duties include (1) providing technical assistance to school administrators and instructional staff in planning, implementing and evaluating the instructional programs and individual project activities, (2) training and assisting local staff in techniques needed to improve and evaluate the instructional components, (3) assessing instructional components and (4) monitoring all projects for compliance with the laws, policies and guidelines applicable to the project grant.

At the institutions, responsibility for the ECIA projects lies with the lead education supervisors and at the camps with the camp teacher. The education supervisors are assisted by ECIA project coordinators who are responsible for the daily management of the programs.

Program Components

The following are the definitions given by the State Department of Education for the three ECIA instructional components and staff development, operating in the Youth Authority.

Reading: Comprehension and interpretation of written language, including understanding of sentence structure and meaning of punctuation; and development of interests and attitudes which lead to functional literacy and personal satisfaction from reading.

Language: Development of oral language facility, including listening, speaking and reasoning skills, as a means of oral communication and as a base for developing skills in reading and written composition. Instruction includes grammar, punctuation and spelling.

Mathematics: Development of concepts and skills related to numbers, operations and measurement through the use of practical and concrete applications.

Staff Development: Pre-service and in-service training for teachers, other professional staff, aides, and volunteers. Such training is intended to enable these personnel to provide specific support to the proposed instructional program and to enable them to understand and meet the needs of all students.

The ECIA instructional components provide supplementary services to the regular school programs funded by the State. Students are selected for services based on a demonstrated need in one or more of these areas. Those students most in need of remedial instruction are given the highest priority, depending upon the needs of the particular student population. The emphasis placed on each component differs somewhat at the various schools.

The instructional activities associated with these components also vary from classroom to classroom. In most of the basic education components of reading, language and math, program staff develop individual learning prescriptions for each entering student based on his or her performance on various diagnostic measures. Then the teachers use these prescriptions to select a wide range of commercial and teacher-developed instructional materials to remedy the specific learning deficiencies identified.

In the reading and language classrooms, these materials might include primary use of structured programs such as the Lindamood, Laubach, THINK and Formula III Phonics, or use of a more eclectic approach in selecting materials to meet a particular need. Audio-visual (devices) such as Aud-X, Flash-X, Dukane Projectors, Controlled Readers and Language Masters are also used. In mathematics, manipulative activities, games, puzzles and small group construction projects are used to augment standard textbooks and pencil and paper exercises. In addition, most teachers in ECIA programs attempt to bring relevancy to the subject matter and to improve student motivation by incorporating elements of survival education into the curriculum. One institution has had a full year of computer-assisted instruction which uses the Prescription Learning System.

In addition to the three instructional components, the Youth Authority's Chapter I program includes a component for staff development. ECIA has emphasized staff development during 1982-83. This staff development component provides pre-service and in-service training for teachers, teaching assistants and other appropriate staff. The training is intended to enhance the interpersonal and instructional skills of the education staff, to enable them to identify and meet more effectively the needs of participating students.

School Settings

Five institutions and two of the camps are located in Northern California whereas four of the institutions and two of the camps are in Southern California and one institution and one camp are in the central part of the State. The unique nature of each institution influences the educational programs within their walls. However, at all sites, the ECIA educational programs are designed to improve basic literacy, linguistic and computational skills of those wards who are either functionally illiterate or to help those students having a large gap between their attained and potential achievement in such skill areas. Each institution has State-funded academic and vocational or industrial arts programs which are supplemented by this grant. Each camp has state-funded academic programs and a conservation program under the State Department of Forestry.

The student populations at the institutions vary in terms of age, length of commitment and educational need. One institution is coeducational. The institutions and camps vary in terms of type of security, size of population, average age, and ethnic composition of the population. The size and kind of educational programs of each institution and camp also vary greatly.

The information provided in Tables 1, 2, and 3 shows the major characteristics of the ECIA educational components at each of the schools during Fiscal Year 1982-83. As indicated on the tables, most of the instruction was conducted in a laboratory-type classroom to which students were sent from the regular classroom. However, in some of the institutions, all the camps and both clinics, ECIA students attend the regular classroom, but are provided supplementary services in their regular classroom through the use of a teaching assistant(s). As the data on Tables 1, 2, and 3 indicate, the achievement levels of students and the number of hours per week in which wards received instruction also varied greatly among the institutions.

Students

As a group, young people committed to the Youth Authority are severely disadvantaged academically. A profile of the typical Youth Authority ward, prepared annually by the Department's Information Management Division, depicts a young man (some 4.6 percent of those committed during the 1982-83 fiscal years were female) 18.7 years old who has not graduated from high school and whose reading and mathematical ability is some five or more grade levels below the average for his age.

In addition to poor school performance, the wards have a history of other difficulties which may negatively influence their ability to learn. These other difficulties include criminal activities, economic hardships, family instability and negative peer influences. However, research records show that some two-thirds of all Youth Authority commitments come from neighborhoods not considered highly delinquent, and more than half of the wards come from homes where the neighborhood was considered average or above in maintenance and appearance.

TABLE 1
CHARACTERISTICS OF THE ECIA, CHAPTER I, READING AND LANGUAGE ARTS
PROGRAMS IN INSTITUTIONAL SCHOOLS,
FISCAL YEAR 1982-83

SCHOOL	SETTING REGULAR CLASSROOM OR LAB (STUDENTS ATTEND SPECIAL CLASS)	MEAN TABE PRETEST		CLASS HOURS PER WEEK ASSIGNED TO PARTICIPANTS	STAFF - STUDENT RATIO	METHOD OF INSTRUCTION
		TOTAL READING	ENGLISH MECHANICS			
Northern Reception Center-Clinic	Regular Classroom	6.5	5.1	5	1:4	Individualized diagnostic- prescriptive program.
O. H. Close School 1) Under 6.5 2) Over 6.5 3) Ward aides	Regular Classroom	4.6 8.4 9.3	4.5 8.0 8.3	2-5	1:6	Individualized diagnostic- prescriptive program using teaching assistants and student aides as tutors.
Karl Holton School	Lab (Reading/Language) Regular Classroom (Reading/Language/Math)	5.0 5.0	4.3 4.3	4-5 14	1:6,1:9 1:7	Individualized diagnostic- prescriptive program locally developed.
DeWitt Nelson Training Center	Lab (Reading/Language)	4.7	4.9	4-5	1:5	Individualized diagnostic- prescriptive program with teacher-selected supplemental materials.
Preston School 1) Hill 2) Satellites	Lab Regular Classrooms	4.4 4.8	4.2 4.1	5 5-10	1:5.5 1:1 (Tutoring)	Locally and commercially developed materials used in an individualized diagnostic-prescriptive program.
Southern Reception Center-Clinic	Regular Classroom	5.7	4.9	2-3	1:3	Individualized diagnostic- prescriptive program.
El Paso de Robles School	Lab-Lindamood Labs - Other R/L	3.4 3.9	3.9 4.2	4 4, 2	1:3 1:5,1:6	Lindamood diagnostic/ prescriptive program. Individualized diagnostic- prescriptive program.
Fred C. Nelles School	Lab (Reading) Lab (Language)	2.6	4.4	4 4	1:4 1:5	Individualized diagnostic- prescriptive program utilizing computers and selected materials. Language arts curriculum using computers for instruction & diagnosis.
Ventura School	Lab (Reading) Lab (Language)	3.8	4.5	5, 3 5, 3	1:4 1:6	American Learning Corpora- tion diagnostic-prescrip- tive reading program with supplementary materials. Individualized diagnostic- prescriptive program emphasizing writing skills.
Youth Training School	Lab (Reading) Lab (Language) Lab (R/L/M) (Tech Related Skills)	3.6 Insufficient Data	3.5	5 5 1-2	1:9 1:10 1:5-1:8	American Learning Corpora- tion diagnostic-prescrip- tive reading program along w/supplementary materials. Locally developed lesson plans and materials. Locally developed materials used in an individualized program.

TABLE 2
 CHARACTERISTICS OF THE ECIA, CHAPTER I,
 MATHEMATICS PROGRAMS IN INSTITUTIONAL SCHOOLS,
 FISCAL YEAR 1982-83

SCHOOL	SETTING	MEAN TABE PRETEST TOTAL MATH	CLASS HOURS PER WEEK ASSIGNED TO PARTICIPANTS	STAFF - STUDENT RATIO	METHOD OF INSTRUCTION
Northern Reception Center-Clinic	Regular Classroom	5.2	5	1:4	Individualized diagnostic-prescriptive program.
O. H. Close School 1) Under 6.5 2) Over 6.5 3) Ward Aides	Regular Classroom	4.9 8.0 9.1	2-5	1:6	Individualized diagnostic-prescriptive program using teaching assistant and student aides as tutors.
Karl Holton School	Lab (Math)	5.1	5-4	1:6-1:9	Individualized prescriptive program instruction and group-oriented math activities using learning by doing technique and survival math.
	Regular Classroom (Reading/Language/Math)	5.1	14	1:7	AIM (Actualized Individualized Math) Program.
DeWitt Nelson Training Center	Regular Classroom	4.8	4-5	1:8	Individualized diagnostic-prescriptive program.
Preston School 1) Hill 2) Satellites	Lab	4.9	5	1:7	Sequential individualized instruction using a diagnostic-prescriptive method.
	Regular Classrooms	4.7	5-10	1:1 (Tutoring)	
Southern Reception Center-Clinic	Regular Classroom	5.3	2-3	1:3	Individualized diagnostic-prescriptive program.
El Paso de Robles School	Lab Regular Classrooms	4.8 (Lab & RC)	2 12	1:5 1:7	Individualized diagnostic-prescriptive program.
Fred C. Nelles School	Lab	3.6	4	1:3	Individualized diagnostic-prescriptive system using computers.
Ventura School	Lab	4.3	5, 3	1:6	Individualized diagnostic-prescriptive program based on State demonstration materials. (Long Beach Program)
Youth Training School	Lab	4.3	5	1:8	Individualized diagnostic-prescriptive program using Holt math program materials.
	Lab (Technical Related Skills)	Insufficient Data	1-7	1:5-1:8	Locally-developed materials used in an individualized program.

TABLE 3
 CHARACTERISTICS OF THE ECIA, CHAPTER I,
 READING/LANGUAGE AND MATHEMATICS PROGRAMS IN CAMP SCHOOLS
 (ALL HELD IN REGULAR CLASSROOM)
 FISCAL YEAR 1982-83

CAMP	MEAN TABE PRETEST			PARTICIPANTS CLASS HOURS PER WEEK	STAFF STUDENT RATIO	METHOD OF INSTRUCTION
	TOTAL READING	ENGLISH MECHANICS	TOTAL MATH			
WASHINGTON RIDGE	4.7	4.9	4.8	5	Variable	Individualized diagnostic-prescriptive program.
PINE GROVE	4.8	Insufficient Data	4.8	5+	1:5	Individualized diagnostic-prescriptive program.
MT. BULLION	4.0	4.3	5.6	5	1:6	Individualized diagnostic-prescriptive program.
FENNER CANYON	Insufficient Data			4	1:4	Individualized diagnostic-prescriptive program.
OAK GLEN	4.0	Insufficient Data	5.5	5	1:4	Individualized diagnostic-prescriptive program.

However, over 50 percent have at least one sibling or parent with a criminal or delinquent background, 65 percent come from broken homes, and about 29 percent claim public assistance as the principal family income.

From this group of disadvantaged students, staff in the Chapter I program select slightly less than half for inclusion in the Compensatory Education program. These are students who meet the ECIA eligibility criteria which mandate that participants be less than 21 years old and not high school graduates. Within these limits, students are selected to receive services on the basis of their achievement levels as measured by the Test of Adult Basic Education (TABE) and in some cases by staff assessment. Those students with scores in the lowest quartile are given the highest priority for selection and students from the other quartiles are included as resources permit.

The characteristics of the Chapter I students selected during the 1982-83 year for the basic education components of reading, language and math are summarized on Table 4. The total number of students served by each component often represents students who received instruction in more than one subject area. Therefore, depending upon the number of components in which each ward participated, the unduplicated number of participants is greater than the number reported for any one component, but less than the total of participants in all components.

TABLE 4
CHARACTERISTICS OF ECIA, CHAPTER I STUDENTS
IN READING, LANGUAGE, AND MATHEMATICS PROGRAMS
FISCAL YEAR 1982-83

Descriptive Element	Includes All Students at O.H. Close			Excludes O.H. Close Students Pre-testing Over 6.5* and Ward Aides		
	Reading	Language	Math	Reading	Language	Math
Number Served**	1,888	1,493	1,957	1,701	1,374	1,805
Ethnicity (in percent)						
White	22	24	23	19	22	21
Hispanic	29	29	27	30	30	28
Black	46	43	47	48	45	48
Other	3	4	3	3	3	3
Average Age	16.9	16.7	16.9	17.0	16.7	16.9
Average Achievement Grade Level at Entry*	5.2	4.9	5.4	4.7	4.5	5.1
Time in Program (in percent)						
Less than 3 months	14	16	14	15	17	14
3-6 months	44	42	43	43	40	42
7-12 months	27	25	28	27	27	30
13 or more	15	17	15	15	16	14

* Based on the revised edition (1976) of the Test of Adult Basic Skills (TABE).
** Only those reported leaving ECIA during 1982-83.

The average Chapter I student was 16.8 years old, younger by almost two years than the general Youth Authority population. Because the selection process for Chapter I requires choosing those eligible students with the lowest achievement scores, the average achievement level of the ECIA student at entry to the education component(s) was lower by almost two grade levels in reading and one grade level in mathematics than that of the overall Youth Authority population.

Staff

During the 1982-83 Fiscal Year, the California Youth Authority Chapter I project had 85-1/4 staff in the education programs at the institutions. Table 5 indicates the number of positions held in each classification.

Eighty-nine percent of the staff served the wards in some capacity whereas the remaining eleven percent were support service staff. Sixty-three percent of the staff were teaching assistants and twenty-two percent were teachers. Most of the ward aides participating in the education programs were at O. H. Close School and trained as classroom peer tutors. Two institutions had a full-time coordinator, and two institutions had a teacher serving as a coordinator.

The distribution and funding source of all staff positions assigned during 1980 through 1983 to ECIA, Chapter I activities (both in the institutions, camps and the Central Office) appears in Table 6. The number of people working in the ECIA Programs has increased considerably since 1980-81, because the Governor imposed freezes on purchase of equipment and hiring which resulted in a build-up of funds enabling ECIA to hire limited term personnel.

TABLE 5
CHAPTER I SITE POSITIONS*
FISCAL YEAR 1982-83

Classification	Total Positions	Percent
Teacher/Coordinator	1.5	2
Coordinator	2	2
Teacher	18.5	22
Teaching Assistant	53.75	63
Clerical	9.5	11
Ward Aides**	28**	-
Total	85.25	100

*Site positions funded by ECIA during 1982-83.

**Not included in totals.

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TABLE 6

NUMBER OF ECIA, CHAPTER I AND STATE-FUNDED STAFF AND VOLUNTEERS WORKING IN ECIA PROGRAMS
FISCAL YEARS 1980-83

CLASSIFICATIONS	ECIA FUNDED			STATE FUNDED			TOTAL		
	1980-81	1981-82	1982-83	1980-81	1981-82	1982-83	1980-81	1981-82	1982-83
Teaching Assistant	37	51	53.75	0	0	0	37	51	53.75
Teacher	17	20	18.5	16	19	24	33	39	42.5
Teacher/Coordinator	5	1	1.5	1	7	6	6	8	7.5
Coordinator	*	2	2	*	0	0	*	2	2
Supv. of Academic	*	0	0	*	5	5	*	5	5
Clerical	10.5	13	13.5	0	.5	0	10.5	13.5	13.5
Ward Aide	24	28	28	20	20	20	44	48	48
Program Supervisor	2	2	2	0	0	0	2	2	2
Research & Eval. Spec.	1	1	1	0	0	0	1	1	1
Program Evaluator	1	1	1	0	0	0	1	1	1
Reading Specialist	1	1	1	0	0	0	1	1	1
Volunteers	2	4	2	0	0	0	2	4	2
TOTAL	100.5	124	124.25	37	51.5	55	137.5	175.5	179.25

*Not included in 1980-81.

Budget

Budget allocations for the past three-year cycle appear in Table 7 along with the number of participants and the cost per participant per year. The total budget was greater in 1982-83 than either of the two prior years. However, the number of participants had increased in 1981-82 and remained about the same in 1982-83. The cost per participant was the lowest in 1981-82 and increased in 1982-83. As Table 7 indicates for each Fiscal Year the percentage of total available funds allocated to the institutions compared reasonably with the percentage of participants at each institution except for O. H. Close which provides services to all of its wards. The cost per participant figure at O. H. Close, NRCC and SRCC are significantly affected by counting all the students in classrooms which have State-funded teachers. Therefore, the percentage of wards served in these institutions and their percentage of total ECIA population served is much higher than and disproportionate to the other institutions which do not serve all eligible students.

The State Department of Education used the CYA's average daily attendance to determine our Department's funding. However, a yearly count of eligibles is used by ECIA Central staff as the basis to determine the distribution of funds for each site the following year. Emphasis is to be placed on serving the most educationally deprived of the eligible students (those in the lowest quartile based on achievement testing), and extending services to higher quartiles as resources permit. As indicated in Table 8, the percentage of eligibles served since Fiscal Year 1980-81 has increased each year. During this last Fiscal Year, 1982-83, 51 percent of all eligibles were served. As indicated by this percentage, services were extended to the next quartile and

beyond. However, this percentage is greatly affected by O. H. Close and the clinics which serve all their eligibles. Three other institutions (Dewitt Nelson, Karl Holton and Youth Training School) have met or all but met the objective set by the State Department of Education of serving 50 percent of the eligibles.

TABLE 7
 TOTAL BUDGET PER INSTITUTION, PERCENTAGE OF BUDGET ALLOCATED PER INSTITUTION
 AND
 AVERAGE COST PER PARTICIPATING STUDENT
 FISCAL YEARS 1980-81, 1981-82 AND 1982-83

INSTITUTIONS & CAMPS	BUDGET ALLOCATION						PARTICIPANTS AS OF MARCH 1						COST PER PARTICIPANT		
	1980-81		1981-82		1982-83		1980-81		1981-82		1982-83		1980-81	1981-82	1982-83
	%	\$	%	\$	%	\$	%	#	%	#	%	#	\$	\$	\$
Northern Reception Center-Clinic	1	20,455	1	19,569	2	44,863	2	29	2	41	2	38	705	477	1,181
O. H. Close School	11	183,572	13	197,937	12	231,604	15	211	23	400*	24	395*	870	495	586
DeWitt Nelson Training Center	6	101,192	6	96,200	6	113,306	4	56	6	107	6	103	1,807	899	1,100
Karl Holton School	10	163,027	10	155,199	10	205,131	11	149	9	147	10	170	1,094	1,056	1,207
Preston School	11	181,857	9	135,046	9	181,201	11	150	7	126	9	148	1,212	1,072	1,224
Southern Reception Center-Clinic	3	49,646	3	47,879	3	55,503	3	46	3	46	4	67	1,079	1,041	828
El Paso de Robles School	11	184,672	13	200,376	12	226,764	11	148	10	175	9	151	1,248	1,145	1,502
Fred C. Nelles School	14	224,362	13	193,027	14	272,427	14	193	10	163	10	173	1,162	1,184	1,575
Ventura School	11	181,457	10	148,461	11	225,464	10	138	8	140	7	118	1,315	1,060	1,911
Youth Training School	22	366,752	17	255,842	15	299,202	19	260	17	298	14	239	1,411	859	1,252
Washington Ridge			1	19,569	1	23,231			1	20	1	23		978	1,010
Pine Grove			1	19,569	1	23,031			1	18	1	19		1,087	1,212
Mt. Bullion			1	19,569	1	22,831			1	18	1	22		1,087	1,038
Fenner Canyon			1	19,569	2	46,163			1	21	1	19		832	2,430
Oak Glen			1	19,569	1	22,731			1	17	1	16		1,151	1,421
TOTAL	100	1,656,992	100	1,547,387	100	1,993,452	100	1,380	100	1,716	100	1,701	1,201	902	1,172

NOTE: The percentage of participants served appears high for some institutions and the Chapter I per participant cost appears low, because State-funded teachers have been assigned to ECIA classrooms in some institutions. The number of State teachers assigned to ECIA classrooms varies from zero to seven, depending upon the institution.

*All wards are considered as participants at O.H. Close. However, the neediest of the needy receive most of the supplementary services.

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TABLE 8
 NUMBER OF ELIGIBLES AND PARTICIPANTS, THE NUMBER OF ELIGIBLES IN LOWEST TWO QUARTILE(S)
 AND
 THE PERCENT OF ELIGIBLES SERVED BY ECIA, CHAPTER I FUNDS
 FISCAL YEARS 1980-81, 1981-82 AND 1982-83

INSTITUTIONS/CAMPS	ELIGIBLES AS OF MARCH 1			ELIGIBLES IN LOWEST TWO QUARTILES(S)			PARTICIPANTS AS OF MARCH 1			PERCENTAGE OF ELIGIBLES SERVED		
	1980-81	1981-82	1982-83	1980-81	1981-82	1982-83	1980-81	1981-82	1982-83	1980-81	1981-82	1982-83
Northern Reception Center-Clinic	37	41	38	18	20	19	29	41	38	<u>78</u>	<u>100</u>	<u>100</u>
O. H. Close School	399	400	395	200	200	198	211	400	395	<u>53</u>	<u>100</u>	<u>100</u>
DeWitt Nelson Training Center	173	222	162	86	111	81	56	107	103	32	48	<u>64</u>
Karl Holton School	308	351	340	154	176	170	149	147	170	48	42	<u>50</u>
Preston School	327	305	334	163	152	167	150	126	148	46	41	44
Southern Reception Center-Clinic	46	46	67	23	23	33	46	46	67	<u>100</u>	<u>100</u>	<u>100</u>
El Paso de Robles School	405	404	408	202	202	204	148	175	151	37	43	<u>37</u>
Fred C. Nelles School	457	509	469	228	254	234	193	163	173	42	32	<u>37</u>
Ventura School	353	353	348	176	176	174	138	140	118	39	40	<u>34</u>
Youth Training School	617	623	497	308	311	248	260	298	239	42	48	48
Washington Ridge		53	56		26	28		20	23		38	41
Pine Grove		45	58		22	29		18	19		40	33
Mt. Bullion		36	51		18	26		18	22		<u>50</u>	43
Fenner Canyon		66	61		33	31		21	19		32	31
Oak Glen		26	33		13	17		17	16		<u>65</u>	48
TOTAL	3,122	3,480	3,317	1,558	1,627	1,658	1,380	1,622	1,701	44	47	<u>51</u>

— Fifty percent or more participated

NOTE: The number of participants and the percentage of eligibles served appears high for some institutions because State-funded teachers have been assigned to ECIA classrooms. The number of State teachers assigned to ECIA classrooms varies from 0 to 7 depending upon the institution.

III. EVALUATION OF COMPONENTS

Evaluation of the Chapter I instructional and staff development components is conducted throughout the year by the Central Office administrative and evaluation staff. The purposes of the evaluation are to monitor program implementation for compliance with federal regulations and to determine whether the stated objectives in each school's application are being met.

Compliance monitoring is conducted in two ways. The staff at each institution and camp reports monthly to Central Office on how it perceives the implementation of its ECIA components is complying with the regulations and its program implementation plans stated in the application. In addition, Central Office staff conduct legal monitoring at the institutions four times a year. Program monitoring is conducted three times a year by the research staff to determine whether the program objectives are being met and the solution procedures are being followed. Both program and compliance monitoring are designed to provide feedback to institutions and camps in order to assist them in maximizing the services provided the students.

The impact of the educational program on students is assessed by measuring academic achievement. This assessment is also designed to provide feedback to staff in order to evaluate the services provided the student. Achievement gains are determined by pre- and post-testing participants using the Test of Adult Basic Education (TABE).

Students often leave the program before they can be post-tested. Each year staff has been encouraged to reduce this number. This past year, 1982-83, fifty-eight percent of the students leaving ECIA programs were post-tested. This percentage is higher than in prior years. Staff reported the reason for students not being post-tested. Forty-five percent of these students were in the program less than ninety days, twenty-three percent were transferred to other facilities after 90 days, but before they could be post-tested. Four percent were in lock-up and another thirteen percent were paroled before they could be post-tested. No reason was given for the remaining fifteen percent.

To provide a clearer impression of the effects of the ECIA program on "typical" participants, the ward aides and those students pretesting above 6.5 at O. H. Close are excluded from most tables and analyses in this report.

Instructional Components

The academic progress of individual students in reading, math and language is assessed in various ways by Chapter I instructional staff at each school. A variety of measuring instruments are used, such as teacher and publisher-made tests (both norm-referenced and criterion-referenced).

To evaluate the overall Chapter I program, however, group average scores on the TABE are used. The average TABE scores computed on all students in a particular program allow comparisons of class progress with the national ECIA standard of more than one month gain per month in the program.

The revised edition (1976) of the TABE was first used by the California Youth Authority during Fiscal Year 1980-81. This test has six subtests: Reading Vocabulary and Comprehension, Mathematics Computations and Concepts and English Mechanics and Spelling. In addition, the test has a total reading and mathematics score.

The average pretest scores shown on Table 9 indicate the low levels of achievement typical of entering Chapter I students. Students at only one institution had average scores in reading greater than the 6.0 grade level. One other institution had an average pretest score of 6.0 in Spelling. The mean pretest scores for the total group of students were 4.3 for Total Reading, 4.7 for Total Mathematics, 4.4 for English Mechanics and 4.6 for Spelling--very similar to the previous year.

The pretest scores also show the wide variation in student population from one school to another. The mean pretest scores ranged almost four grade levels from a low of 2.6 grade level in reading at School H to a high of 6.5 grade level in reading at School A. The largest variation on the pretests was in reading.

The average length of time between pre- and post-tests also varied greatly among the schools. Time between tests ranged from 4.5 to 13.5 months with an overall average of 8.7 months.

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TABLE 9
 AVERAGE TABE PRETEST GRADE LEVEL, GAINS PER MONTH IN PROGRAM AND LENGTH OF TIME IN PROGRAM FOR CHAPTER I STUDENTS
 FISCAL YEAR 1982-83

SCHOOLS**	TOTAL READING				TOTAL MATH				ENGLISH MECHANICS				SPELLING			
	N	MEAN PRETEST	GPM*	MO. IN PROGRAM	N	MEAN PRETEST	GPM*	MO. IN PROGRAM	N	MEAN PRETEST	GPM*	MO. IN PROGRAM	N	MEAN PRETEST	GPM*	MO. IN PROGRAM
A	15	6.5	1.7	12.2	15	5.2	1.1	12.3	11	5.1	1.3	13.5	11	5.9	1.1	13.5
B	151	4.6	1.2	10.5	189	4.9	1.0	9.8	169	4.5	.8	9.4	153	4.3	.9	9.2
C	123	5.0	1.0	7.7	123	5.1	.8	7.6	92	4.3	.6	7.4	92	4.4	1.0	7.4
D	41	4.7	1.3	8.3	36	4.8	.3	8.4	13	4.9	.2	9.6	12	5.4	.2	9.4
E	72	4.4	1.5	8.7	86	4.9	1.2	8.3	45	4.2	.6	8.5	45	4.5	.1	8.5
E	42	4.8	1.4	8.0	51	4.7	1.2	7.4	23	4.1	.7	8.3	23	4.4	.6	8.3
F	16	5.7	1.0	12.6	15	5.3	.8	12.1	12	4.9	1.0	13.6	12	6.0	0	13.6
F	47	3.8	.9	8.3	115	4.8	1.6	7.4	15	4.2	2.9	8.3	15	4.9	1.2	8.3
G	32	3.4	1.1	9.8	0				7	*	*	11.1	7	*	*	11.1
G	67	2.6	1.0	8.3	50	3.5	.9	12.3	46	4.4	1.3	11.9	46	4.6	.8	11.9
H	64	3.8	1.7	8.3	71	4.3	2.1	8.7	50	4.5	1.6	8.5	50	5.1	1.1	8.5
I	66	3.6	1.9	7.3	56	4.3	1.6	7.3	30	3.5	3.7	7.2	30	4.5	0	7.2
J	4	*	*	6.8	5	*	*	7.0	0				0			
J	4	*	*	6.8	5	*	*	6.6	3	*	*	4.5	3	*	*	4.5
K	5	*	*	6.6	5	*	*	6.6	9	*	*	7.3	9	*	*	7.3
L	16	4.0	2.5	5.9	11	5.6	1.6	7.2	9	*	*	7.3	9	*	*	7.3
L	16	4.0	2.5	5.9	11	5.6	1.6	7.2	9	*	*	7.3	9	*	*	7.3
M	8	*	*	6.9	8	*	*	6.6	5	*	*	7.4	5	*	*	7.4
N	15	4.8	3.1	6.0	18	4.8	1.9	5.8	2	*	*	6.3	2	*	*	6.3
O	18	4.7	2.1	4.7	14	4.8	2.4	4.8	13	4.9	1.6	4.5	13	4.7	1.8	4.5
TOTAL	802	4.3	1.4	8.6	869	4.7	1.2	8.5	545	4.4	1.1	8.9	528	4.6	.8	8.8

* GPM is the average number of months gained per month in program per student. Test score averages are presented only if the N is 10 or more.
 ** Some schools have more than one program in a component. The results of each program are reported separately, i.e., E,E; G,G; J,J.

The average gain scores reported on Table 10 indicate that on all TABE subtests - except one, spelling - the gains were more than the national standard of one month per month in the program and all gains exceeded or were equal to the project's objective of 1.1 month gain for each month in the program. The greatest gains in rank order were made in reading comprehension, total reading, and math concepts.

The higher gains in reading comprehension over reading vocabulary and language may reflect the greater emphasis which historically has been placed on reading comprehension in the Youth Authority's remedial programs.

The O. H. Close School program provides ECIA services to all of the wards in attendance. Table 11 demonstrates the adverse impact on the total rates of gain when all O. H. Close participants are included in the ECIA population. This change is significant since the number of students is large. The ECIA staff at O. H. Close focus their remedial efforts on the "neediest" students, i.e., those pretesting under 6.5 grade level, which may partially explain why the higher pretesting students have smaller gains. By excluding the O. H. Close high pretest group and ward aides, the population discussed in this report is more typical both in terms of student characteristics and treatment received. Thus, Tables 9, 10, and 12-29 and Figures 1, 3 and 4 exclude O.H. Close ward aides and students pretesting over 6.5.

In addition, some schools have more than one program in a component. The results of each program are reported separately, i.e., E, E; G, G; and J, J.

TABLE 10
ACHIEVEMENT GAINS OF CHAPTER I STUDENTS ON THE TABE*
FISCAL YEAR 1982-83

TAFE SUBTEST	NUMBER OF STUDENTS	AVERAGES			
		PRE-TEST GRADE LEVEL	POST-TEST GRADE LEVEL	MONTHS GAINED PER MONTH	MONTHS BETWEEN TESTS
<u>Reading:</u>					
Vocabulary	805	4.4	5.2	1.1	8.6
Comprehension	802	4.2	5.4	1.7	8.6
TOTAL READING	802	4.3	5.2	1.4	8.6
<u>Math:</u>					
Computation	871	5.0	5.9	1.2	8.5
Concepts	871	4.4	5.4	1.3	8.6
TOTAL MATH	869	4.7	5.7	1.2	8.5
<u>Language:**</u>					
English Mechanics	545	4.4	5.2	1.1	8.9
Spelling	528	4.6	5.2	.8	8.8

* Results are based on the Test of Adult Basic Skills, Levels E, M, and D. Students included were those who left the ECIA program during this fiscal year.

** Based on Levels M and D only. E Level does not have subtests for English Mechanics and Spelling.

TABLE 11
ACHIEVEMENT SCORE DATA
EFFECT OF INCLUDING O. H. CLOSE STUDENTS
PRETESTING OVER 6.5 AND WARD AIDES, FISCAL YEAR 1982-83

TAFE SUBTEST	Months Gained per Month in Program							
	All ECIA Students Tested		ECIA Students (Excluding Close students pretesting over 6.5 and ward aides)		Close Students Pretesting Over 6.5		Close Ward Aides	
	N	GPM*	N	GPM*	N	GPM*	N	GPM*
<u>Reading</u>								
Vocabulary	963	1.0	805	1.1	132	.6	26	.9
Comprehension	960	1.6	802	1.7	132	.8	26	.5
Total Reading	960	1.2	802	1.4	132	.7	26	.7
<u>Mathematics</u>								
Computations	995	1.2	871	1.2	98	.7	26	1.5
Concepts	995	1.3	871	1.3	98	.6	26	1.0
Total Math	993	1.2	869	1.2	98	.7	26	1.3
<u>Language</u>								
English	644	1.0	545	1.1	73	.5	26	.2
Spelling	643	.6	528	.8	89	-.2	26	-.1
Average of Averages		1.1		1.2		.6		.8

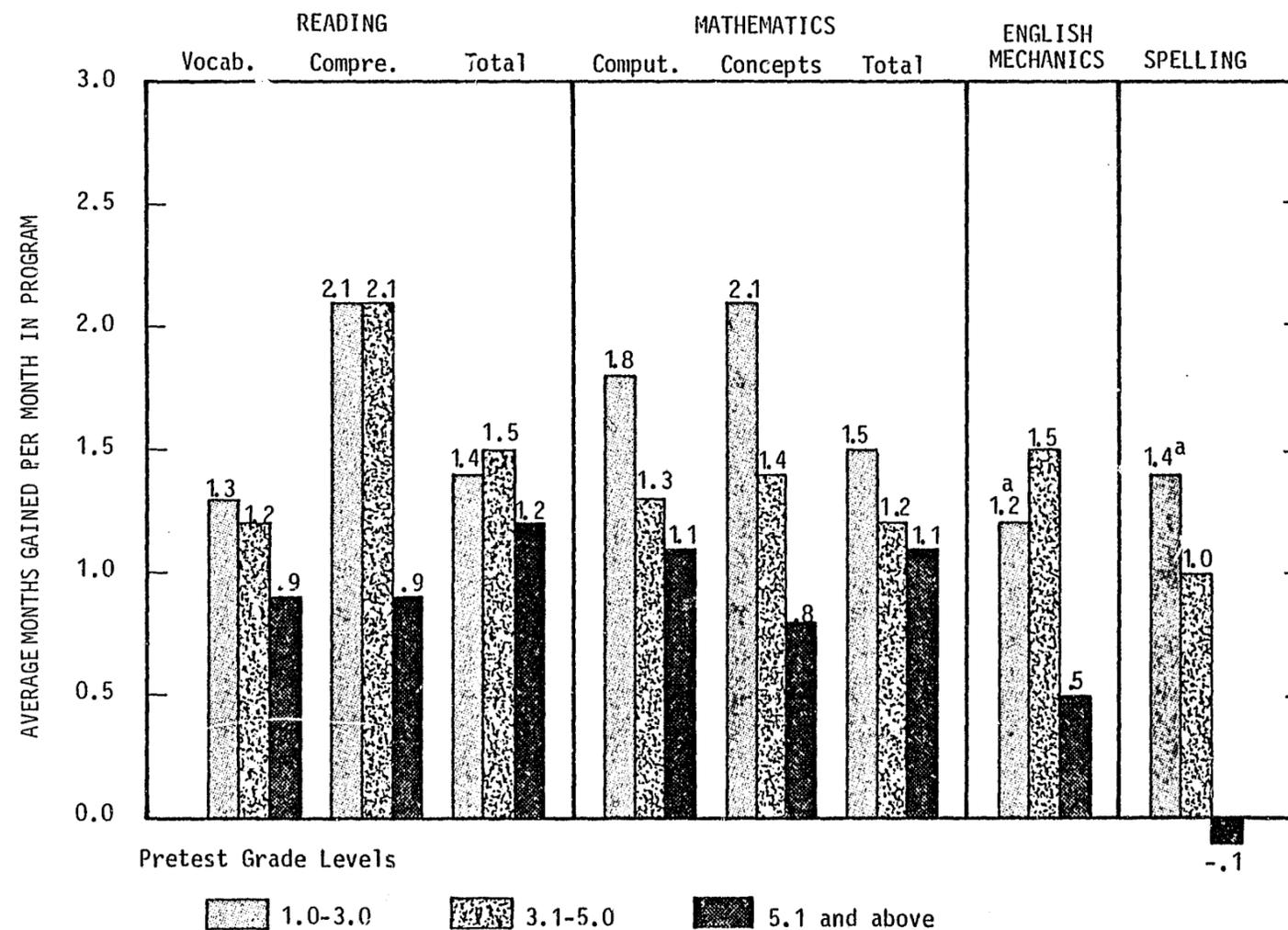
*GPM = Average number of months of achievement gained per each month in program.

The effects of pretest grade level of students on average gains for Fiscal Year 1982-83 at each school are reported on Tables 12 through 20. Most average gain scores replicate findings of past evaluations, which have shown that students with the lowest pretest levels tend to make the greatest overall gains in Chapter I programs. This finding, shown graphically in Figure 1, has been explained as the possible result of one or a combination of several factors. One factor is the statistical artifact "regression toward the mean," which is the tendency of students who obtain scores which are very high or low on a pretest to score closer to the mean of all students upon retesting. This phenomenon occurs even in the absence of any instruction or other "treatment" which might influence scores.

Another possible factor is the sizable gains for the low achievers could be attributed to the limited number of concepts in the basic skill areas which enables the older students to acquire this knowledge more rapidly than the student of average age for that grade level.

Reported language gains relative to reading and math gains, are hampered by two technical aspects of the TABE test. First, students tested on the "E" level can not be tested in English and Spelling since the lowest level of the TABE does not have these subtests. Therefore, gains made by those low level students in English and Spelling can not be reported. Also, on the higher level TABE's the lowest pretest score possible is 3.0 in the language subtests, but 1.0 in the other subtests. Thus, if a student functions at 1.5 on a language pretest his score is recorded as 3.0. If he functions at 3.0 on the post test, his tests show no gain. However, under similar circumstances on the other subtests, the recorded gain would be 1.5 grade levels. Thus, a built-in bias against language gains is included.

Figure 1
AVERAGE MONTHS GAIN BY LEVELS OF PRETEST SCORES
As Measured by the TABE for FISCAL YEAR 1982-83



Note. Because norms for total and subtest scores were developed separately, the total scores are sometimes slightly different from what would be expected by observing test scores.

^a All of these students had a pretest score of 3.0, since the TABE minimum in English Mechanics and Spelling is 3.0, regardless of test performance.

TABLE 12

SUMMARY OF AVERAGE RATE OF GAIN IN
TABE SCORE BY PRETEST LEVEL FISCAL YEAR 1982-83

TABE SUBTEST	PRETEST LEVEL							
	1.0 to 3.0		3.1 to 5.0		5.1 or more		Total	
	N	GPM*	N	GPM*	N	GPM*	N	GPM*
<u>Reading</u>								
Vocabulary	220	1.3	287	1.2	298	.9	805	1.1
Comprehension	228	2.1	312	2.1	262	.9	802	1.7
Total	205	1.4	297	1.5	300	1.2	802	1.4
<u>Mathematics</u>								
Computation	61	1.8	385	1.3	425	1.1	871	1.2
Concepts	189	2.1	387	1.4	295	.8	871	1.3
Total	84	1.5	409	1.2	376	1.1	869	1.2
<u>Language</u>								
English	111	1.2	272	1.5	162	.5	545	1.1
Spelling	91	1.4	295	1.0	142	-.1	528	.8
Average of Averages		1.7		1.4		.7		1.2

*GPM = Average number of months of achievement gained per each month in program.

TABLE 13

READING VOCABULARY
AVERAGE RATE OF GAIN IN TABE SCORES BY PRETEST LEVEL
FISCAL YEAR 1982-83

SCHOOLS (Programs)	PRETEST GRADE LEVELS							
	1.0 to 3.0		3.1 to 5.0		5.1 or More		Total	
	N	GPM**	N	GPM**	N	GPM**	N	GPM**
A	3	*	1	*	11	1.2	15	1.4
F	5	*	2	*	10	0	17	.8
H	46	.7	18	.6	3	*	67	.6
B	29	.7	54	1.3	68	.8	151	1.0
G	14	.6	25	.4	8	*	47	.5
G	14	1.1	16	.7	2	*	32	.8
C	15	.7	40	.5	69	.8	124	.7
D	11	1.2	12	1.3	18	.7	41	1.0
E	13	2.1	26	1.0	33	1.1	72	1.3
E	10	1.5	9	*	23	.6	42	1.2
J	23	2.1	32	1.8	12	1.0	67	1.7
J	0	*	1	*	3	*	4	*
I	22	1.3	25	1.5	17	1.0	64	1.3
L	5	*	5	*	6	*	16	2.4
M	2	*	4	*	2	*	8	*
N	2	*	8	*	5	*	15	2.7
K	3	*	8	*	7	*	18	1.5
O	3	*	1	*	1	*	5	*
TOTAL	220	1.3	287	1.2	298	.9	805	1.1

* Test score averages are presented only if the N is 10 or more.

** GPM is the number of months gained per month in program per student.

TABLE 14
 READING COMPREHENSION
 AVERAGE RATE OF GAIN IN TABE SCORES BY PRETEST LEVEL
 FISCAL YEAR 1982-83

SCHOOLS (Programs)	PRETEST GRADE LEVELS							
	1.0 to 3.0		3.1 to 5.0		5.1 or More		Total	
	N	GPM**	N	GPM**	N	GPM**	N	GPM**
A	1	*	4	*	10	1.3	15	1.6
F	4	*	4	*	8	*	16	1.2
H	48	1.2	19	1.8	0	*	67	1.4
B	31	1.9	66	1.9	54	.9	151	1.5
G	13	1.6	23	1.2	11	1.1	47	1.1
G	14	1.6	13	1.2	5	*	32	1.3
C	15	2.8	47	2.1	61	.8	123	1.5
D	10	1.4	11	2.2	20	1.3	41	1.6
E	20	3.2	28	1.2	24	1.3	72	1.8
E	8	*	14	2.8	20	1.0	42	1.7
J	25	2.4	28	4.0	13	-1.0	66	2.4
J	0	*	2	*	2	*	4	*
I	26	2.9	26	1.8	12	1.7	64	2.2
L	4	*	9	*	3	*	16	2.4
M	2	*	5	*	1	*	8	*
N	2	*	6	*	7	*	15	3.6
K	4	*	5	*	9	*	18	3.3
O	1	*	2	*	2	*	5	*
TOTAL	228	2.1	312	2.1	262	.9	802	1.7

* Test score averages are presented only if the N is 10 or more.
 ** GPM is the number of months gained per month in program per student.

TABLE 15
 TOTAL READING
 AVERAGE RATE OF GAIN IN TABE SCORES BY PRETEST LEVEL
 FISCAL YEAR 1982-83

SCHOOLS (Programs)	PRETEST GRADE LEVELS							
	1.0 to 3.0		3.1 to 5.0		5.1 or More		Total	
	N	GPM**	N	GPM**	N	GPM**	N	GPM**
A	1	*	4	*	10	1.4	15	1.7
F	4	*	2	*	10	.1	16	1.0
H	46	.8	19	1.5	2	*	67	1.0
B	23	1.3	60	1.1	68	1.2	151	1.2
G	14	1.5	22	.4	11	1.1	47	.9
G	14	1.5	14	.9	4	*	32	1.1
C	12	.8	41	1.3	70	.8	123	1.0
D	9	*	14	2.3	18	1.0	41	1.3
E	15	2.3	27	1.2	30	1.4	72	1.5
E	11	1.5	7	*	24	1.3	42	1.4
J	20	1.4	35	2.4	11	1.5	66	1.2
J	0	*	1	*	3	*	4	*
I	21	1.6	27	1.8	16	1.6	64	1.7
L	4	*	9	*	3	*	16	2.5
M	2	*	4	*	2	*	8	*
N	2	*	6	*	7	*	15	3.1
K	4	*	5	*	9	*	18	2.1
O	3	*	0	*	2	*	5	*
TOTAL	205	1.4	297	1.5	300	1.2	802	1.4

* Test score averages are presented only if the N is 10 or more.
 ** GPM is the number of months gained per month in program per student.

TABLE 16
MATH COMPUTATIONS
AVERAGE RATE OF GAIN IN TABE SCORES BY PRETEST LEVEL
FISCAL YEAR 1982-83

SCHOOLS (Programs)	PRETEST GRADE LEVELS							
	1.0 to 3.0		3.1 to 5.0		5.1 or More		Total	
	N	GPM**	N	GPM**	N	GPM**	N	GPM**
A	3	*	3	*	9	*	15	1.3
F	1	*	7	*	7	*	15	.5
H	6	*	43	.9	1	*	50	1.0
B	11	1.3	81	1.2	97	.5	189	.9
G	7	*	43	1.6	65	1.9	115	1.8
G	0	*	0	*	1	*	1	*
C	7	*	46	.9	70	.5	123	.7
D	7	*	16	1.7	14	-1.4	37	.5
E	4	*	28	.8	54	1.1	86	1.0
E	4	*	24	.9	23	1.4	51	1.3
J	6	*	30	.6	21	2.9	57	1.5
J	0	*	2	*	3	*	5	*
I	4	*	40	2.1	27	1.9	71	2.1
L	0	*	4	*	7	*	11	1.9
M	0	*	2	*	6	*	8	*
N	0	*	8	*	10	1.8	18	1.8
K	1	*	6	*	7	*	14	2.1
O	0	*	2	*	3	*	5	*
TOTAL	61	1.8	385	1.3	425	1.1	871	1.2

* Test score averages are presented only if the N is 10 or more.
** GPM is the number of months gained per month in program per student.

TABLE 17
MATH CONCEPTS
AVERAGE RATE OF GAIN IN TABE SCORES BY PRETEST LEVEL
FISCAL YEAR 1982-83

SCHOOLS (Programs)	PRETEST GRADE LEVELS							
	1.0 to 3.0		3.1 to 5.0		5.1 or More		Total	
	N	GPM**	N	GPM**	N	GPM**	N	GPM**
A	4	*	3	*	8	*	15	.9
F	4	*	4	*	8	*	16	1.1
H	33	.8	14	.8	3	*	50	.8
B	30	2.0	74	1.2	85	1.1	189	1.3
G	26	1.9	50	1.5	39	.9	115	1.4
G	0	*	1	*	*	*	1	*
C	13	3.4	62	.9	49	0	124	.8
D	6	*	19	.8	11	-.9	36	.2
E	12	2.7	43	1.3	31	1.6	86	1.6
E	11	2.0	22	1.2	18	.9	51	1.3
J	19	3.4	25	2.0	12	.1	56	2.1
J	1	*	2	*	2	*	5	*
I	19	2.6	48	2.2	4	*	71	2.1
L	1	*	4	*	6	*	11	1.4
M	0	*	2	*	6	*	8	*
N	5	*	7	*	6	*	18	2.2
K	3	*	5	*	6	*	14	2.7
O	2	*	2	*	1	*	5	*
TOTAL	189	2.1	387	1.4	295	.8	871	1.3

* Test score averages are presented only if the N is 10 or more.
** GPM is the number of months gained per month in program per student.

TABLE 18
TOTAL MATH
AVERAGE RATE OF GAIN IN TABE SCORES BY PRETEST LEVEL
FISCAL YEAR 1982-83

SCHOOLS (Programs)	PRETEST GRADE LEVELS							
	1.0 to 3.0		3.1 to 5.0		5.1 or More		Total	
	N	GPM**	N	GPM**	N	GPM**	N	GPM**
A	4	*	2	*	9	*	15	1.1
F	1	*	7	*	7	*	15	.8
H	13	1.4	37	.8	0	*	50	.9
B	12	.9	84	1.2	93	.8	189	1.0
G	11	1.4	45	1.7	59	1.6	115	1.6
G	0	*	0	*	1	*	1	*
C	8	*	49	1.0	66	.5	123	.8
D	5	*	20	.8	11	-1.0	36	.3
E	6	*	35	.7	45	1.4	86	1.2
E	5	*	27	1.0	19	1.5	51	1.3
J	7	*	30	1.0	19	2.8	56	1.7
J	1	*	1	*	3	*	5	*
I	8	*	48	2.2	15	1.6	71	2.1
L	0	*	4	*	7	*	11	1.6
M	0	*	3	*	5	*	8	*
N	0	*	10	1.5	8	*	18	1.9
K	2	*	6	*	6	*	14	2.4
O	1	*	1	*	3	*	5	*
TOTAL	84	1.5	409	1.2	376	1.1	869	1.2

* Test score averages are presented only if the N is 10 or more.

** GPM is the number of months gained per month in program per student.

TABLE 19
MECHANICS OF ENGLISH
AVERAGE RATE OF GAIN IN TABE SCORES BY PRETEST LEVEL
FISCAL YEAR 1982-83

SCHOOLS (Programs)	PRETEST GRADE LEVELS							
	3.0***		3.1 to 5.0		5.1 or More		Total	
	N	GPM**	N	GPM**	N	GPM**	N	GPM**
A	2	*	4	*	5	*	11	1.3
F	2	*	6	*	4	*	12	1.0
H	5	*	29	1.6	12	.6	46	1.3
B	26	.8	82	1.1	61	.4	169	.8
G	3	*	9	*	3	*	15	2.9
G	2	*	4	*	1	*	7	*
C	19	1.1	48	.9	25	-1.3	92	.6
D	2	*	6	*	5	*	13	.2
E	17	1.7	16	.7	12	-.8	45	.6
E	5	*	14	1.4	4	*	23	.7
J	9	*	20	4.8	1	*	30	3.7
J	0	*	0	*	0	*	0	*
I	12	1.5	22	1.9	16	1.2	50	1.6
L	4	*	2	*	3	*	9	*
M	0	*	2	*	3	*	5	*
N	1	*	1	*	0	*	2	*
K	1	*	6	*	6	*	13	1.6
O	1	*	1	*	1	*	3	*
TOTAL	111	1.2	272	1.5	162	.5	545	1.1

* Test score averages are presented only if the N is 10 or more.

** GPM is the number of months gained per month in program per student.

*** All of these students had a pretest score of 3.0, since the TABE minimum in Mechanics of English is 3.0, regardless of test performance.

TABLE 20
 SPELLING
 AVERAGE RATE OF GAIN IN TABE SCORES BY PRETEST LEVEL
 FISCAL YEAR 1982-83

SCHOOLS (Programs)	PRETEST GRADE LEVELS							
	3.0***		3.1 to 5.0		5.1 or More		Total	
	N	GPM**	N	GPM**	N	GPM**	N	GPM**
A	0	*	3	*	8	*	11	1.1
F	2	*	4	*	6	*	12	0
H	6	*	27	.9	13	.6	46	.8
B	21	1.9	100	.8	32	.5	153	.9
G	3	*	5	*	7	*	15	1.2
G	2	*	4	*	1	*	7	*
C	18	1.5	53	1.2	21	.2	92	1.0
D	1	*	7	*	4	*	12	-1.3
E	14	1.5	19	.9	12	-2.8	45	.1
E	3	*	16	.6	4	*	23	.6
J	9	*	17	.7	4	*	30	0
J	0	*	0	*	0	*	0	*
I	8	*	23	1.6	19	.5	50	1.1
L	2	*	4	*	3	*	9	*
M	0	*	1	*	4	*	5	*
N	0	*	2	*	0	*	2	*
K	1	*	8	*	4	*	13	1.8
O	1	*	2	*	0	*	3	*
TOTAL	91	1.4	295	1.0	142	-.1	528	.8

* Test score averages are presented only if the N is 10 or more.

** GPM is the number of months gained per month in program per student.

*** All of these students had a pretest score of 3.0 since the TABE minimum in Spelling is 3.0, regardless of test performance.

Despite some appreciable changes in certain gain scores between 1981-82 and 1982-83, the similarities between the years are more impressive. The program's overall year-to-year decrease of one-tenth of a month's gain for each month in program also occurred for each of the three pretest levels in Table 12 as well.

Tables 13 through 20 also draw attention to the fact that variations between student characteristics, as well as programs in schools, may contribute to sizable differences in achievement gains. Nevertheless, the gain scores in reading comprehension for the three levels of pretest groups vary among programs as much as 2.8 months for each month in the program.

Historically, a highly negative correlation between time in program and average achievement gain per month has existed for ECIA programs. This negative correlation was again clearly evident in 1982-83 for all eight TABE test scores. The greater average rates of gain for students with shorter time in program has been explained as a function of the normal learning progression shown graphically in Figure 2. The learning curve shows that increments of achievement should be acquired rapidly when first receiving remedial instruction but taper sharply to a gradual increase after being in the program for a period of time. This phenomenon could reflect the fewer skills which must be acquired at the earlier stages of learning to achieve a unit of gain than at later stages (or higher grade levels). Average gains effected by length of participation in the program are shown on Tables 21 through 29.

Students in ECIA programs for 3 to 6 months showed achievement gains averaging 1.5 months per month in program. Students in program 7 to 12 months gained at

the rate of 1.1 months per month, and students in more than a year dropped to a gain of .7 months per month in program. The range narrowed from 1981-82, when the gains were 1.8, 1.1, and .6, respectively. Thus, the overall 0.1 drop in months gained per month in program may be attributed to students in program six months or less even though these students make the highest rates of gain, overall.

Although the ECIA program has considerable initial impact on achievement scores, and subsequent positive impact on scores becomes much more difficult, this phenomenon was less pronounced in 1982-83.

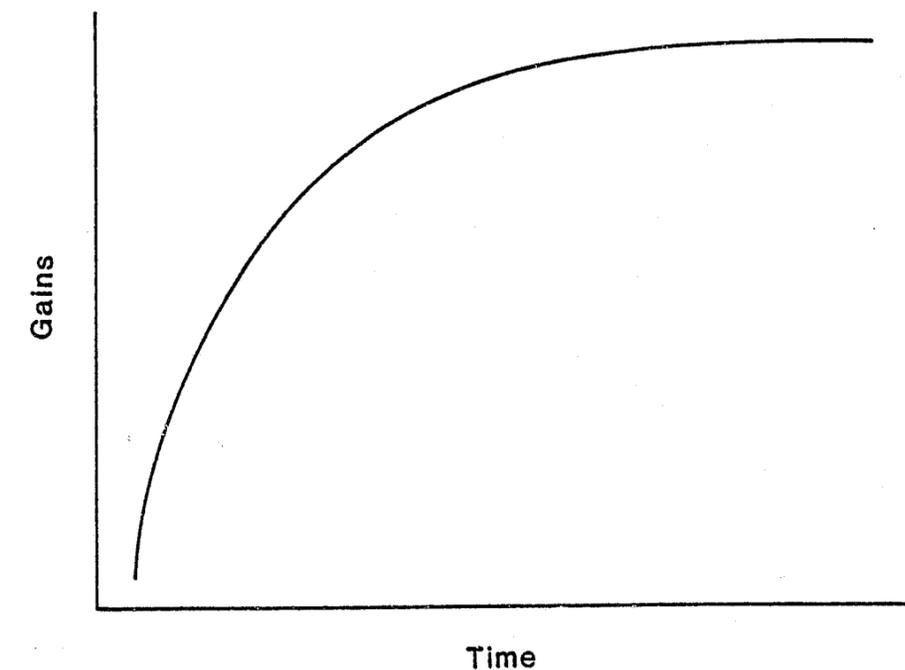
But, longer-term students still gain at a much slower rate than students enrolled for a relatively shorter time. In addition to the learning curve rationale a selection process or the effect of students being institutionalized longer could also be factors. Figure 3 presents the information graphically.

Each project states its program objectives in its application for funds. The objective is that, on the whole, wards will achieve 1.1 months for each month in the program. Figure 4 reveals that in 1982-83 the average gain scores met or exceeded the program objective in all areas except spelling.

Figure 4 also reveals that over a three-year period of time, the gain scores stayed the same or improved in reading, however this trend was reversed in mathematics. Language and Spelling showed no apparent trends over a three-year period, but were lower this year than last year.

Figure 2

Learning Curve Showing Relationship Between
Achievement Gains and Time in Program



1. Adapted from Hill, Winfred, Learning, 1963, p. 148.

TABLE 21

1982-83 ACHIEVEMENT DATA
SUMMARY OF AVERAGE MONTHS OF ACHIEVEMENT GAINED PER MONTH
IN PROGRAM BY MONTHS IN PROGRAM

TABE SUBTEST	MONTHS IN PROGRAM							
	3 to 6		7 to 12		13 or More		Total	
	N	GPM*	N	GPM*	N	GPM*	N	GPM*
<u>Reading</u>								
Vocabulary	402	1.4	260	.8	143	.6	805	1.1
Comprehension	401	2.2	259	1.5	142	.8	802	1.7
Total Reading	401	1.8	259	1.1	142	.7	802	1.4
<u>Mathematics</u>								
Computations	429	1.4	296	1.2	146	.6	871	1.2
Concepts	429	1.6	295	1.2	147	.8	871	1.3
Total Math	429	1.5	294	1.2	146	.7	869	1.2
<u>Language</u>								
English	258	1.5	177	1.0	110	.6	545	1.1
Spelling	255	.9	171	.8	102	.6	528	.8
Average of Averages		1.5		1.1		.7		1.2

*GPM = Average number of months of achievement gained per each month in program.

TABLE 22

READING VOCABULARY
AVERAGE RATE OF GAIN IN TABE SCORES BY NUMBER OF MONTHS IN PROGRAM
FISCAL YEAR 1982-83

SCHOOLS (Programs)	MONTHS IN PROGRAM							
	3 to 6		7 to 12		13 or More		Total	
	N	GPM**	N	GPM**	N	GPM**	N	GPM**
A	3	*	8	*	4	*	15	1.4
F	4	*	5	*	8	*	17	.8
H	35	.9	22	.4	10	.4	67	.6
B	56	1.5	47	.6	48	.7	151	1.0
G	24	.5	16	.7	7	*	47	.5
G	11	1.0	13	.9	8	*	32	.8
C	70	.8	37	.6	17	.5	124	.7
D	20	.7	17	1.4	4	*	41	1.0
E	36	1.5	22	1.2	14	.7	72	1.3
E	27	1.7	9	*	6	*	42	1.2
J	33	2.4	28	1.1	6	*	67	1.7
J	2	*	2	*	0	*	4	*
I	34	1.7	20	1.0	10	.5	64	1.3
L	12	2.7	4	*	0	*	16	2.4
M	4	*	4	*	0	*	8	*
N	10	3.2	4	*	1	*	15	2.7
K	18	1.5	0	*	0	*	18	1.5
O	3	*	2	*	0	*	5	*
TOTAL	402	1.4	260	.8	143	.6	805	1.1

* Test score averages are presented only if the N is 10 or more.

** GPM = Average number of months of achievement gained per each month in program.

TABLE 23
 READING COMPREHENSION
 AVERAGE RATE OF GAIN IN TABE SCORES BY NUMBER OF MONTHS IN PROGRAM
 FISCAL YEAR 1982-83

SCHOOLS (Programs)	MONTHS IN PROGRAM							
	3 to 6		7 to 12		13 or More		Total	
	N	GPM**	N	GPM**	N	GPM**	N	GPM**
A	3	*	8	*	4	*	15	1.6
F	4	*	5	*	7	*	16	1.2
H	35	1.8	22	.9	10	.8	67	1.4
B	56	2.2	47	1.6	48	.8	151	1.5
G	24	1.2	16	1.1	7	*	47	1.1
G	11	1.7	13	1.1	8	*	32	1.3
C	69	1.7	37	1.5	17	.7	123	1.5
D	20	1.3	17	2.1	4	*	41	1.6
E	36	2.6	22	1.4	14	.5	72	1.8
E	27	2.3	9	*	6	*	42	1.7
J	33	3.2	27	1.7	6	*	66	2.4
J	2	*	2	*	0	*	4	*
I	34	3.4	20	1.1	10	.7	64	2.2
L	12	2.3	4	*	0	*	16	2.4
M	4	*	4	*	0	*	8	*
N	10	4.2	4	*	1	*	15	3.6
K	18	3.3	0	*	0	*	18	3.3
O	3	*	2	*	0	*	5	*
TOTAL	401	2.2	259	1.5	142	.8	802	1.7

* Test score averages are presented only if the N is 10 or more.
 ** GPM = Average number of months of achievement gained per each month in program.

TABLE 24
 TOTAL READING
 AVERAGE RATE OF GAIN IN TABE SCORES BY NUMBER OF MONTHS IN PROGRAM
 FISCAL YEAR 1982-83

SCHOOLS (Programs)	MONTHS IN PROGRAM							
	3 to 6		7 to 12		13 or More		Total	
	N	GPM**	N	GPM**	N	GPM**	N	GPM**
A	3	*	8	*	4	*	15	1.7
F	4	*	5	*	7	*	16	1.0
H	35	1.3	22	.6	10	.6	67	1.0
B	56	1.8	47	1.0	48	.7	151	1.2
G	24	1.0	16	.9	7	*	47	.9
G	11	1.3	13	1.1	8	*	32	1.1
C	69	1.0	37	1.0	17	*	123	1.0
D	20	1.2	17	1.6	4	*	41	1.3
E	36	2.0	22	1.3	14	.6	72	1.5
E	27	1.8	9	*	6	*	42	1.4
J	33	2.6	27	1.4	6	*	66	1.2
J	2	*	2	*	0	*	4	*
I	34	2.4	20	1.1	12	.6	64	1.7
L	12	2.6	4	*	0	*	16	2.5
M	4	*	4	*	0	*	8	*
N	10	3.6	4	*	1	*	15	3.1
K	18	2.1	0	*	0	*	18	2.1
O	3	*	2	*	0	*	5	*
TOTAL	401	1.8	259	1.1	142	.7	802	1.4

* Test score averages are presented only if the N is 10 or more.
 ** GPM = Average number of months of achievement gained per each month in program.

TABLE 25
MATH COMPUTATIONS
AVERAGE RATE OF GAIN IN TABE SCORES BY NUMBER OF MONTHS IN PROGRAM
FISCAL YEAR 1982-83

SCHOOLS (Programs)	MONTHS IN PROGRAM							
	3 to 6		7 to 12		13 or More		Total	
	N	GPM**	N	GPM**	N	GPM**	N	GPM**
A	3	*	8	*	4	*	15	1.3
r	4	*	5	*	6	*	15	.5
H	11	1.6	17	1.1	22	.6	50	1.0
B	76	1.2	64	.8	49	.4	189	.9
G	63	2.1	41	1.7	11	.7	115	1.8
G	1	*	0	*	0	*	1	*
C	70	.7	37	1.0	16	.5	123	.7
D	20	.1	12	.8	5	*	37	.5
E	47	1.2	28	.8	11	.6	86	1.0
E	33	1.6	14	.9	4	*	51	1.3
J	28	1.7	25	1.4	4	*	57	1.5
J	2	*	3	*	0	*	5	*
I	29	2.6	30	2.0	12	1.1	71	2.1
L	6	*	4	*	1	*	11	1.9
M	8	*	2	*	0	*	8	*
N	13	2.0	4	*	1	*	18	1.8
K	14	2.1	0	*	0	*	14	2.1
O	3	*	2	*	0	*	5	*
TOTAL	429	1.4	296	1.2	146	.6	871	1.2

* Test score averages are presented only if the N is 10 or more.

** GPM = Average number of months of achievement gained per each month in program.

TABLE 26
MATH CONCEPTS
AVERAGE RATE OF GAIN IN TABE SCORES BY NUMBER OF MONTHS IN PROGRAM
FISCAL YEAR 1982-83

SCHOOLS (Programs)	MONTHS IN PROGRAM							
	3 to 6		7 to 12		13 or More		Total	
	N	GPM**	N	GPM**	N	GPM**	N	GPM**
A	3	*	8	*	4	*	15	.9
F	4	*	5	*	7	*	16	1.1
H	11	1.1	17	.8	22	.6	50	.8
B	76	1.8	64	1.0	49	.8	189	1.3
G	63	1.3	41	1.6	11	.9	115	1.4
G	1	*	0	*	0	*	1	*
C	70	.9	38	.6	16	.7	124	.8
D	20	-.3	11	1.2	5	*	36	.2
E	47	2.2	28	1.0	11	.6	86	1.6
E	33	1.6	14	.6	4	*	51	1.3
J	28	2.7	24	1.6	4	*	56	2.1
J	2	*	3	*	0	*	5	.6
I	29	2.6	30	2.1	12	1.0	71	2.1
L	6	*	4	*	1	*	11	1.4
M	6	*	2	*	0	*	8	*
N	13	2.6	4	*	1	*	18	2.2
K	14	2.7	0	*	0	*	14	2.7
O	3	*	2	*	0	*	5	*
TOTAL	429	1.6	295	1.2	147	.8	871	1.3

* Test score averages are presented only if the N is 10 or more.

** GPM = Average number of months of achievement gained per each month in program.

TABLE 27
 TOTAL MATH
 AVERAGE RATE OF GAIN IN TABE SCORES BY NUMBER OF MONTHS IN PROGRAM
 FISCAL YEAR 1982-83

SCHOOLS (Programs)	MONTHS IN PROGRAM							
	3 to 6		7 to 12		13 or More		Total	
	N	GPM**	N	GPM**	N	GPM**	N	GPM**
A	3	*	8	*	4	*	15	1.1
F	4	*	5	*	6	*	15	.8
H	11	1.6	17	1.0	22	.6	50	.9
B	76	1.4	64	.8	49	.6	189	1.0
G	63	1.7	41	1.6	11	.9	115	1.6
G	1	*	0	*	0	*	1	*
C	70	.8	37	.8	16	.6	123	.8
D	20	-.2	11	.9	5	*	36	.3
E	47	1.5	28	.9	11	.6	86	1.2
E	33	1.5	14	.7	4	*	51	1.3
J	28	1.9	24	1.4	4	*	56	1.7
J	2	*	3	*	0	*	5	*
I	29	2.6	30	2.0	12	1.0	71	2.1
L	6	*	4	*	1	*	11	1.6
M	6	*	2	*	0	*	8	*
N	13	2.1	4	*	1	*	18	1.9
K	14	2.4	0	*	0	*	14	2.4
O	3	*	2	*	0	*	5	*
TOTAL	429	1.5	294	1.2	146	.7	869	1.2

* Test score averages are presented only if the N is 10 or more.
 ** GPM = Average number of months of achievement gained per each month in program.

TABLE 28
 MECHANICS OF ENGLISH
 AVERAGE RATE OF GAIN IN TABE SCORES BY NUMBER OF MONTHS IN PROGRAM
 FISCAL YEAR 1982-83

SCHOOLS (Programs)	MONTHS IN PROGRAM							
	3 to 6		7 to 12		13 or More		Total	
	N	GPM**	N	GPM**	N	GPM**	N	GPM**
A	1	*	6	*	4	*	11	1.3
F	2	*	4	*	6	*	12	1.0
H	12	2.9	20	.9	14	.5	46	1.3
B	72	.9	53	.8	44	.6	169	.8
G	6	*	6	*	3	*	15	2.9
G	2	*	2	*	3	*	7	*
C	56	.7	25	.6	11	.4	92	.6
D	4	*	7	*	2	*	13	.2
E	22	.4	15	1.1	8	*	45	.6
E	14	1.0	6	*	3	*	23	.7
J	15	5.8	13	1.6	2	*	30	3.7
J	0	*	0	*	0	*	1	*
I	28	2.1	12	.9	10	1.0	50	1.6
L	4	*	5	*	0	*	9	*
M	3	*	2	*	0	*	5	*
N	1	*	1	*	0	*	2	*
K	13	1.6	0	*	0	*	13	1.6
O	3	*	0	*	0	*	3	*
TOTAL	258	1.5	177	1.0	110	.6	545	1.1

* Test score averages are presented only if the N is 10 or more.
 ** GPM = Average number of months of achievement gained per each month in program.

TABLE 29
 SPELLING
 AVERAGE RATE OF GAIN IN TABE SCORES BY NUMBER OF MONTHS IN PROGRAM
 FISCAL YEAR 1982-83

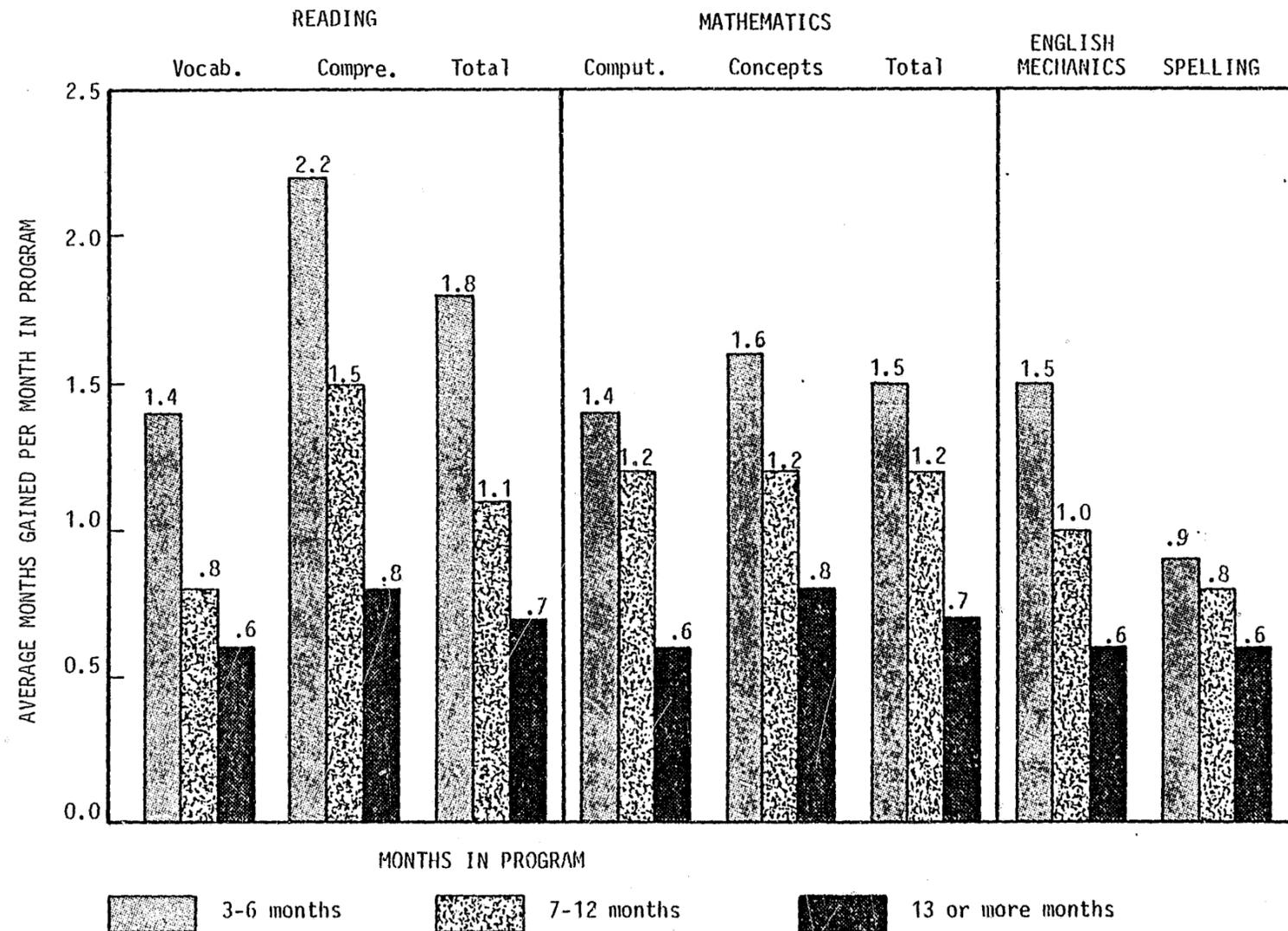
Schools (Programs)	MONTHS IN PROGRAM							
	3 to 6		7 to 12		13 or More		Total	
	N	GPM**	N	GPM**	N	GPM**	N	GPM**
A	1	*	6	*	4	*	11	1.1
F	2	*	4	*	6	*	12	0.0
H	12	1.2	20	.9	14	.3	46	.8
B	69	1.0	48	.8	36	.7	153	.9
G	6	*	6	.5	3	.5	15	1.2
G	2	*	2	1.1	3	*	7	.9
C	56	1.2	25	.9	11	.4	92	1.0
D	4	*	6	-.1	2	*	12	-.3
E	22	-.5	15	1.0	8	*	45	.1
E	14	.7	6	.3	3	*	23	.6
J	15	-.6	13	.5	2	*	30	0.0
J	0	*	0	*	0	*	0	*
I	28	1.4	12	.8	10	.8	50	1.1
L	4	*	5	*	0	*	9	*
M	3	*	2	*	0	*	5	*
N	1	*	1	*	0	*	2	*
K	13	1.8	0	*	0	*	13	1.8
O	3	*	0	*	0	*	3	*
TOTAL	255	.9	171	.8	102	.6	528	.8

* Test score averages are presented only if the N is 10 or more.

** GPM = Average number of months of achievement gained per each month in program.

Figure 3

AVERAGE MONTHS GAIN BY NUMBER OF MONTHS IN PROGRAM
As Measured by the TABE for FISCAL YEAR 1982-83

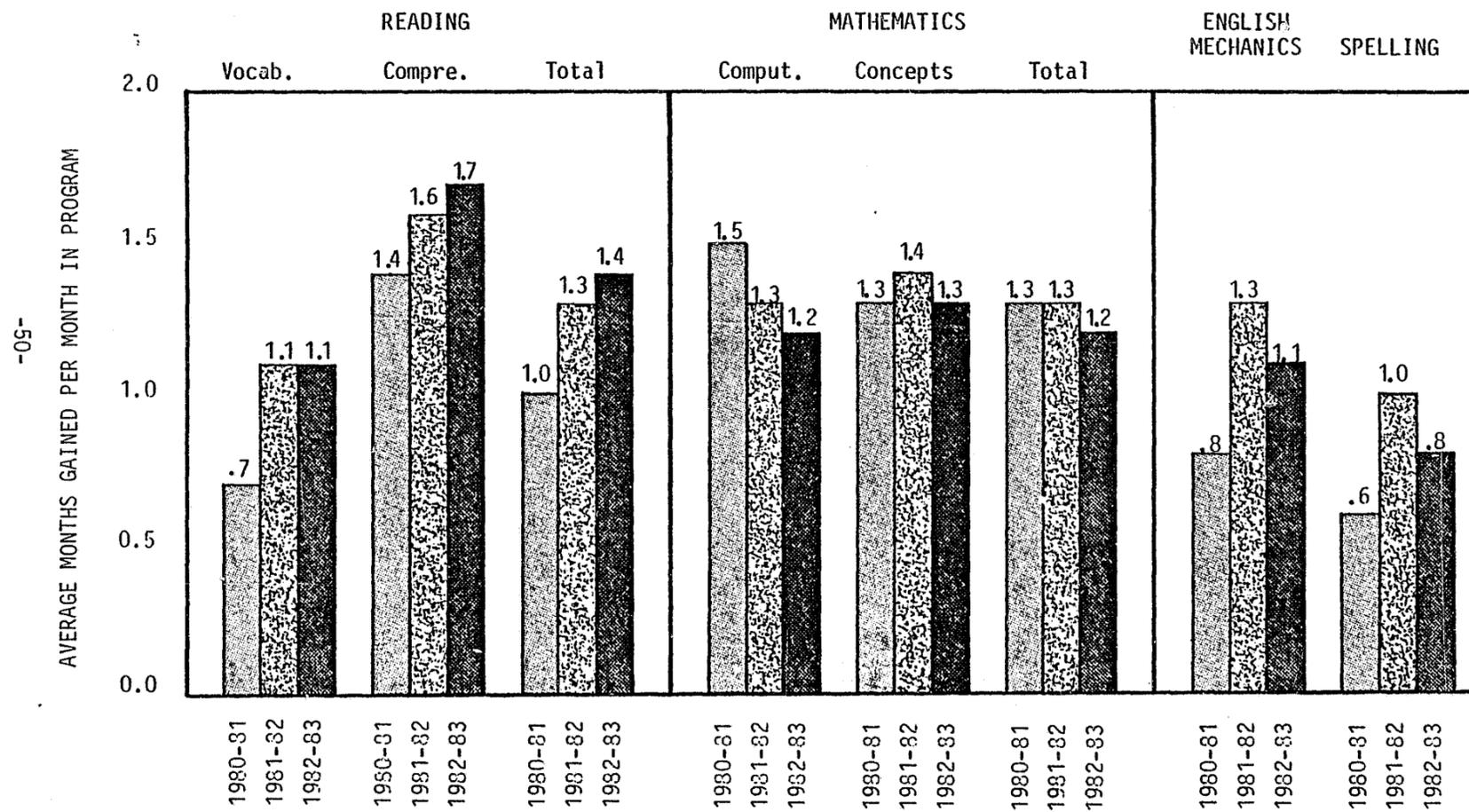


-49-

Note. Because norms for total and subtest scores were developed separately, the total scores are sometimes slightly different from what would be expected by observing test scores.

Figure 4

AVERAGE MONTHS GAIN PER MONTH IN PROGRAM
As Measured by the TABE
for FISCAL YEARS 1980-81, 1981-82 and 1982-83



Staff Development

Each institution and camp outlined its staff development needs in its application for ECIA funds. Some of the skills identified as needing additional in-service were diagnostic and prescriptive techniques, remedial teaching strategies, classroom management, use of microcomputers in the classroom, interpersonal relations and stress management. Some institutions also identified the need for in-service education to acquire more knowledge of teaching reading, language and mathematics to remedial students.

Because of the uniqueness of the California Youth Authority institutions, a great deal of institution-related training is conducted each year for the safety of students and staff. The amount of training as reported monthly by the project coordinator per year per education staff varies greatly according to the institution and the educational positions in that respective institution. All ECIA instructional staff participated in some type of staff development. In no case did any of our ECIA field staff have less than 23 hours of training during the 1982-83 Fiscal Year, while some others had over 200 hours. The in-service delivery systems for educational staff varied greatly and included such activities as intra-institutional training, inter-institutional visitations, attendance at professional conferences, enrollment in professional courses, workshops and seminars. Conferences attended included Region IX-Neglected and Delinquent Conference, American Correctional Education Conference, National Elementary Education Association Conference, California Reading Association Conference, Mexican American Correctional Association Conference, Asilomar Math Conference, California Math Conference, and Learning Disabilities Conference.

Thirty-three percent of the 6,198 reported hours of training was in Reading, Language and Mathematics. Twenty-six percent was in self-image improvement and the remaining 41 percent in such areas as inter-institutional visits and institutional required training. (See Table 30.) This training included the training and consulting services the Reading Specialist provided to the ECIA staff. The reading specialist conducted 26 workshops and 12 seminars totalling 259 hours. The 26 workshops involved 63 hours of instruction and included three workshops on the use of specific materials, 22 on teaching techniques and one on learning styles. The 12 seminars included 192 hours of video assisted presentations on goal setting and self-image improvement (Achieving Your Potential and New Age Thinking). In addition, the Specialist provided technical assistance and notification of training opportunities in reading, language and mathematics. This technical assistance included 224 hours. Central Office Staff also provided "hands-on" microcomputer training as well as software evaluation training.

Staff evaluation forms were distributed following in-service workshops and seminars to evaluate ECIA-conducted staff development. In all instances, staff reactions were very positive, and often participants indicated a need for more training such as they had just experienced. In addition, instructional staff and the ECIA coordinators were interviewed and asked to describe briefly the benefits which they received from their in-service training. The staff indicated that interschool visits provided them with an opportunity to exchange ideas and learn new techniques, and that the workshops and seminars introduced them to new curriculum and teaching approaches, as well as to better understandings of learning styles and ways to motivate students. All these activities were viewed as very helpful.

TABLE 30

NUMBER OF HOURS OF STAFF TRAINING
BY SCHOOL AND TYPE OF TRAINING
1982-83 F.Y.

Training Area	I N S T I T U T I O N , C A M P O R C L I N I C															TOTAL	%
	YTS	NRCC	KHS	DWN	OHC	PSI	EPDR	SRCC	FCN	VS	MB	OG	FC	PG	WR		
R/L	64	16	137	12	102	518	16	21	79	101	20	19	67	-	-	1,172	19
MATH	-	-	16	-	-	-	42	-	16	-	-	2	-	-	-	76	1
R/L/M	151	6	65	6	36	39	46	26	266	51	-	17	32	22	35	798	13
GEN ED	316	12	160	40	45	37	27	1	88	-	-	3	50	-	12	791	13
INST	38	76	132	96	312	212	76	17	98	24	63	48	-	12	45	1,249	20
INTER	23	-	-	-	40	-	-	4	-	-	-	-	-	52	16	135	2
AFFECT	251	140	144	8	144	148	208	32	256	91	48	64	48	-	4	1,586	26
OTHER	-	-	-	-	-	-	-	-	-	-	6	-	-	-	-	6	-
COMP	20	28	89	98	32	46	-	-	25	16	-	14	-	-	17	385	6
TOTAL	863	278	743	260	711	1,000	415	101	828	283	137	167	197	86	129	6,198	-
%	14	5	12	4	11	16	7	2	13	5	2	3	3	1	2	-	100

-53-

Training Areas:

Reading/Language
Math
Reading/Language/Math
General Education
Institutional

Inter-Institutional
Affective (New Age Thinking)
Other
Computer

IV. SUMMARY AND RECOMMENDATIONS

ECIA, Chapter I programs were funded in ten Youth Authority schools and five camps in 1982-83. Reading, language, mathematics and staff development components operated in these 15 sites.

As in the past, students participating during this period in the remedial programs were those identified as having the greatest deficiencies in these skill areas. The number of students served in each ECIA classroom ranged from 8-20. Because of the wide differences among the programs, hours of instruction also varied by ranging from two to ten hours per week.

Upon entry into the programs, students were administered diagnostic tests, and individual assignments made according to identified needs. Different instructional methods were used depending upon the instructor and the needs of the students. These methods included individualized, group and whole class instruction. Individualized instruction was the most frequently used method and whole class instructions used the least. One institution had computer assisted instruction all year.

Fourteen of the fifteen schools had teaching assistants. Some schools had trained student aides in their labs or classrooms. One institution provided all participating students with teaching assistants and ward aides, and another used only ECIA teachers for supplementary instruction.

In addition, most ECIA teaching staff had the services of the school psychologist and resource specialist available to assist with identifying proper instructional techniques to meet the individual learning styles and disabilities of the participants.

Average entering levels of achievement in reading, mathematics and language were at the fourth grade achievement level. Growth in achievement, measured by the Test of Adult Basic Education, averaged 1.4, 1.2, 1.1 and .8 months per month in the program in reading, mathematics, language and spelling, respectively, for 1982-83. Average length of program involvement was 8.7 and ranged between 8.5 and 8.9 months depending upon the component.

From programs failed to achieve their program objectives of 1.1 months of achievement gain per month in the program in reading. However, they only failed by one or two tenths of a month per month. In language, of the 12 reporting sufficient data, six failed to meet the objective of 1.1 months gain per month in programs while the other six exceeded the objective. Only four programs met their objective in spelling, while in mathematics five programs failed to meet their objective.

Staff training included workshops, seminars, conferences and intra- and inter-institutional visits. The ECIA reading specialist provided technical assistance, staff training and notification of training opportunities in reading, language and mathematics.

Reasons for Successful Programs

With few exceptions, the instructional services provided by ECIA, Chapter I funds have produced excellent results in the Youth Authority schools. Some of the reasons for these successful programs are:

1. Relaxed, accepting classroom environment.
2. Individualized teaching strategies as well as large and small group activities.
3. Multisensory teaching techniques.
4. Continued updating of teaching strategies, materials and equipment.
5. Use of adult versions of remedial materials where appropriate.
6. Association of curriculum with survival skills and community living at every opportunity.
7. Emphasis on team effort (teachers, teaching assistants, and student aides) in the classroom setting.
8. Emphasis on free reading and writing exercises.
9. Increased ability of teachers to work with students with learning disabilities and to conduct individual educational evaluations.
10. Improved student and staff self-concept.
11. Involvement of school psychologists and resource specialist in identifying learning difficulties, noting behavioral tendencies, suggesting teaching strategies and serving as liaison with medical resources for students with physical handicaps.
12. Low student/staff ratio.
13. Emphasis on staff development.

Areas in Need of Improvement Identified by Project Staff

At the end of each year, Chapter I teaching staff is interviewed to gain its input for use in program planning and implementation. Among the most important things the staff members are asked is to identify ways in which programs might best be improved. The recommendations for the instructional components made by the teaching staff follow:

Teaching Procedures/Methods

- . Learn more about remedial techniques for low achievers
- . Develop more skills in diagnosis and use of diagnostic data
- . Learn more effective tutoring techniques
- . Learn more about teaching developmental language skills
- . Learn more about using assessment data

Curriculum Materials/Equipment

- . Identify and use more manipulative materials
- . Identify and/or develop more materials with a practical application
- . Identify and use computer-assisted instruction
- . More awareness of high interest, low reading level material
- . More awareness of grammar books for low readers

Classroom Management

- . Learn more about handling disruptive behavior
- . Improve goal setting skills
- . Learn to better organize student class time activities

- . Become more aware of the significance of "time-on-task"
- . Learn logistics necessary to implement computer assisted instruction

Affective

- . Develop a better understanding of the cultures, thinking and behavior patterns of the delinquent
- . Increase knowledge of behavior modification
- . Learn a better handling of job stress
- . Learn more about improving motivational techniques

Supervisory staff recommended that staff be given additional training and support to promote:

- . Better understanding and utilization of information gained from all tests administered to the students
- . An increase in the amount of teacher/instructional contact with students
- . More effective group instruction
- . More effective use of teaching assistants and ward aides
- . An increase in student time-on-task
- . Modifying teaching strategies to accommodate different learning styles
- . Better use of materials which relate to survival, consumer and vocational skills
- . More use of techniques to keep the students motivated
- . Effective use of computer-assisted instruction in the classroom

- . Establish a "success level" for all instructional tasks no lower than 80 percent
- . More use of diagnosis in planning individual assignments
- . Better planning to assure relevant training activities
- . Exchange of ideas among Chapter I staff in Youth Authority through interschool visitations and regional workshops
- . Increased exposure to curriculum materials which are appropriate for use with the older remedial students and which are related to survival skills and vocational training
- . More in-service and on-site training for teaching assistants and ward aides
- . More assistance to teachers in the use of paraprofessional personnel
- . More exposure to curriculum materials for illiterate students

General Recommendations for 1983-84

The following recommendations were categorized into three areas - student, staff and program needs. These recommendations are made in a general way and may not apply to every Chapter I program.

Recommendations, Area I. Students' needs can be better met by:

1. Better use of diagnostic and criterion-referenced tests data to modify and/or enhance student prescriptions.
2. Locating and purchasing high interest, adult level content materials for the extremely low achieving students. (illiterates)
3. Increasing number of instructional hours per week (in some schools).

4. Emphasizing language development and communication skills for all Chapter I participants, not only those at higher achievement levels.
5. Making efforts to relate skill development to everyday life situations and, where appropriate, to the vocational curriculum.
6. Providing for greater program flexibility for individual students who may need "breathers" from a particular Chapter I class. This recommendation is especially important for long-term students or those with special needs for diversity of assignments. "Breathers" should be based on individual student needs and reasons should be appropriately documented.

Recommendations, Area II. Staff needs can be better met by:

1. More relevant and clearly stated training objectives for the staff development component and a clear relationship between these objectives and activities.
2. Updating objectives and activities as staff needs change.
3. Emphasis on training related to:
 - . use of diagnostic and criterion-referenced test data,
 - . motivational techniques,
 - . teaching strategies,
 - . learning styles,
 - . individual progress assessment,
 - . teaching techniques for the very poor reader (illiterates),
 - . awareness of cultural differences and sensitivity to ethnic background of students,

- . assertiveness and stress reduction,
- . computer assisted instruction, and
- . time on task.

Recommendations, Area III. Programs can be improved by:

1. Involving teaching staff in the development of applications, revisions and amendments.
2. Providing teaching staff with copies of the applications and the evaluation/program monitoring plans.
3. Providing teaching staff with copies of the Process Evaluation Report completed by the ECIA Chapter I central office evaluators.
4. Use remedial material which will support vocational education and career awareness.
5. Implementing computer assisted instruction.
6. Stressing increasing teacher-directed activities.
7. Stressing increasing teacher-directed activities to groups of students.
8. Stressing increasing student time on task.
9. Emphasizing training which deals with techniques for teaching the very low achieving student (near illiterate).
10. Seeking more adequate material for the very needy student (near illiterate).
11. Providing training in teaching near illiterates.
12. Providing provisions to test Spanish-speaking students.

V. SIGNIFICANCE AND VALUE OF SUPPLEMENTAL ACTIVITIES
PROVIDED BY ECIA, CHAPTER I PROGRAMS

Each year, as this annual report is written, a large amount of staff and student data are reviewed. The positive program results provide evidence of the extraordinary efforts of classroom staff as well as every other level of the Chapter I staff to provide meaningful remedial education to students who are frequently the most difficult to motivate. Individual progress of these students is often imperceptible on a daily, weekly, or even monthly basis. The patience, understanding, and expertise of the Chapter I teaching staff cannot be overestimated.

Numerous benefits come from the federal legislation which enables Youth Authority to provide these services for the educationally disadvantaged students. Without ECIA, Chapter I teachers, the State-supported classrooms would have less academically homogeneous groups of students which would result in less individual attention for remedial students and for those students at higher achievement levels. The well-defined, structured educational process required for the Chapter I projects impact on the management of the whole educational program. Many of the processes which have been a part of Chapter I are now a part of the Youth Authority educational system, e.g., needs assessment - establishing of program objectives, technical assistance, program monitoring, evaluation, and management by objectives.

For a multitude of social, economic, and personal reasons, many of the Youth Authority's students have negative attitudes towards school, themselves as students, and the students with whom they associate. The educational task

in the Youth Authority is such a challenging one that assistance from many sources is required. Continued development and implementation of educational programs which effectively prepare our students for community living is imperative if the mandate to provide quality education is to be fulfilled.

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