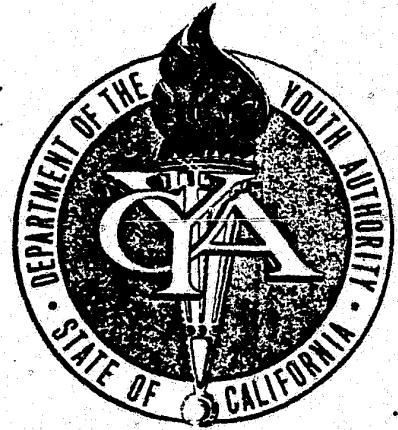


# COMPENSATORY EDUCATION 1976-77

**Program Description**

**and**

**Evaluation**



**Elementary and Secondary**

**Education Act**

**Title I**

47407ca

**California Youth Authority**

41054-1975-6

# State of California

EDMUND G. BROWN JR.  
GOVERNOR

Health and Welfare Agency

MARIO OBLEDO  
SECRETARY



## Department of the

# Youth Authority

### INSTITUTIONS AND CAMPS BRANCH

CHARLES A. KUHL  
Deputy Director

TRUMBULL W. KELLY  
Administrator, Education  
Services

GEORGE C. VIDAL, Supervisor  
Compensatory Education Program

### ESEA RESEARCH & EVALUATION STAFF

JOANN MAHAN, Ph.D.  
Compensatory Education  
Evaluation Supervisor

AMARJIT S. BAL, Ph.D.  
Research Analyst II

MANNIE WEBB  
Research Analyst II

CHUCK WALKER  
Statistical Clerk

MORNA STEPHENS  
Stenographer

LDA

PEARL S. WEST,  
DIRECTOR

ROBERT H. MABBUTT,  
CHIEF DEPUTY DIRECTOR

JAMES C. BARNETT,  
DEPUTY DIRECTOR  
PREVENTION AND COMMUNITY  
CORRECTIONS BRANCH

RUTH E. KRANOVICH,  
DEPUTY DIRECTOR  
PAROLE SERVICES BRANCH

CHARLES A. KUHL,  
DEPUTY DIRECTOR  
INSTITUTIONS AND CAMPS BRANCH

FREDERICK F. MILLS,  
DEPUTY DIRECTOR  
PLANNING, RESEARCH, EVALUATION  
AND DEVELOPMENT BRANCH

GEORGE R. ROBERTS,  
DEPUTY DIRECTOR  
MANAGEMENT SERVICES BRANCH

COMPENSATORY EDUCATION

1976 - 1977

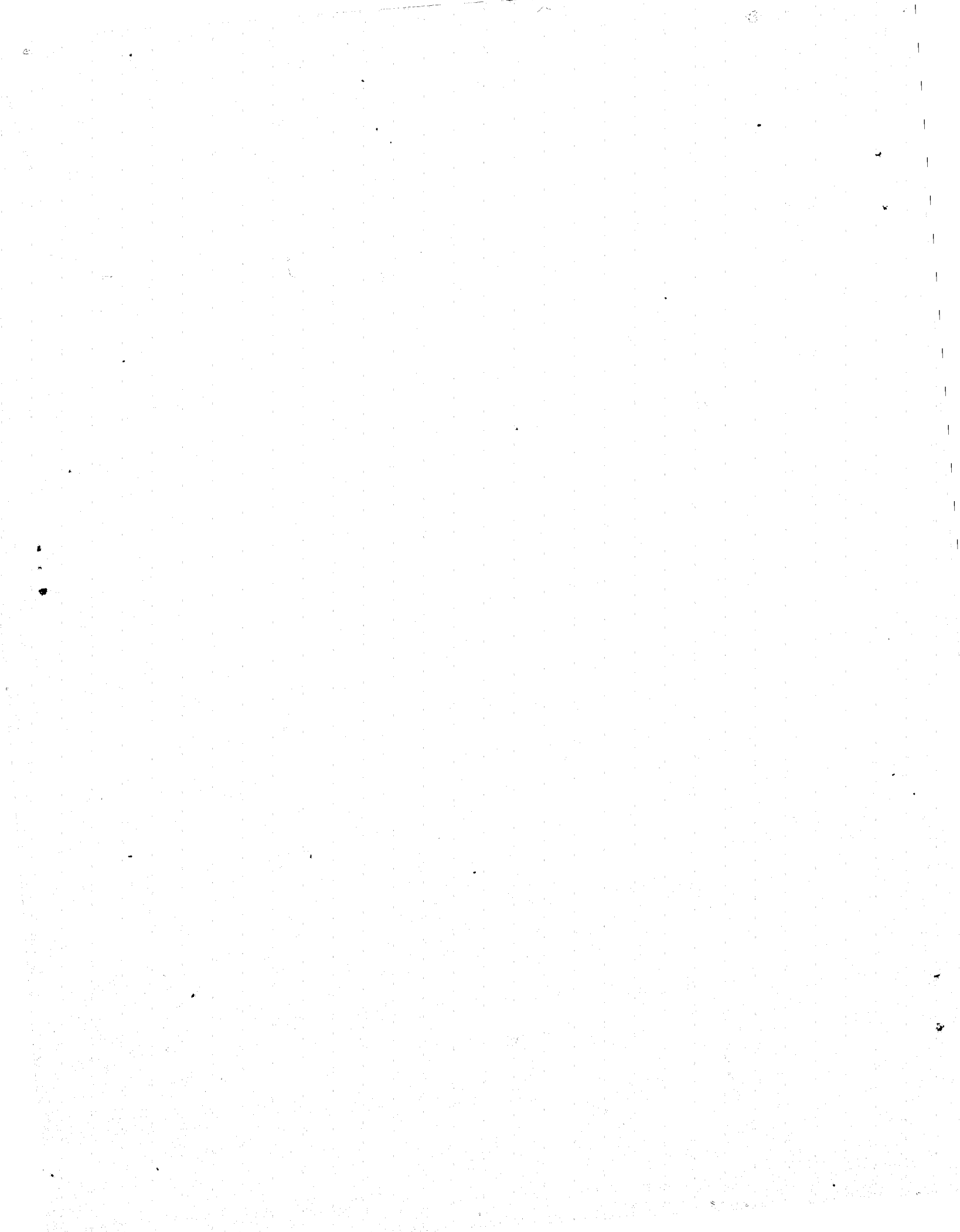
Program Description  
and  
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~~DATE OF ACQUISITION~~  
NCJRS

MAY 23 1978

ACQUISITION

Funded by Title I  
of the  
Elementary and Secondary Education Act  
Public Law 89-750



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# Introduction

This report, written at the end of each fiscal year, provides the program description and evaluation for Compensatory Education in the fiscal year 1976-77 for Title I in California Youth Authority. It is prepared each year to indicate to a broad group of readers what we do, how well we do it, and how we might improve the ESEA, Title I services. It is the major dissemination of information vehicle for the ESEA, Title I projects in Youth Authority. It summarizes and documents on an annual basis what the program has accomplished and presents the operational variables which explain why program objectives were or were not met. This document also provides information to decision makers and thereby assists in future program management.

The report is based on program descriptions and evaluative information submitted to the central office by the individual schools within the California Youth Authority and on the special studies that were conducted by the Youth Authority ESEA Research and Evaluation staff during the last fiscal year.

The format and organization of the report includes the project history; description of the goals; objectives of the program; the settings in Title I; and the implementation of the program during the past fiscal year. The goals and objectives are presented with the accomplishments of these objectives by component. Since this is the tenth year of the existence of ESEA, Title I projects

in Youth Authority, a chapter is provided which describes ESEA, Title I accomplishments in a longitudinal manner, describing generally the gains and successes over a ten year period using data which is available on the relationship of these gains and successes to a variety of variables. Finally, a chapter that summarizes and concludes this report indicates how well we have accomplished our purposes and makes recommendations for future programming.

# Chapter I

## HIGHLIGHTS

The Compensatory Education Program within the California Youth Authority has operated with a yearly budget amount of approximately \$1,480,000. As the various costs involved in the delivery of services to the needy students have consistently escalated over the years, the impact of Compensatory Education services on the performance of youth has remained favorable.

Accountability is an important aspect of the ESEA, Title I effort in the Youth Authority. Each year, prior to the Title I budget allocation, the Department and each institution details the needs assessment data upon which specific objectives for each of the educational components are based. The assessment and evaluation of students' performance is carried out at specified times during each year of program implementation.

During fiscal year 1976-77, the average performance of students participating in the reading, math, language, multicultural education, and career awareness components improved at exit from the Compensatory Education Program. The performance in different components has been variable in a given school project as well as across various school projects. The training received by the staff has been generally viewed as helpful in staff development.

The evaluation staff continued to improve instruments that measure students' ethnic/social perceptions and perceptions of teaching/learning in a specific classroom.

Efforts are being made to develop standards for each of the program areas to assure quality of performance across all institutions. Work on this issue is in process.

A fair and equitable allocation of funds based upon the number of most needy students in a given school population is being studied. Movement away from project method of funding allocation will result from this study.

# Chapter II

## PROGRAM HISTORY AND DESCRIPTION

The Compensatory Education Program for delinquent youth who are educationally disadvantaged was initiated (in the California Youth Authority) in the summer of 1967. This program was a result of Public Law 89-750 which provided compensatory education funds for the nation's public schools. In California, the enabling legislation that permits schools in the state to participate in the program is the McAteer Act of 1965, or Senate Bill 482. The Elementary and Secondary Education Act places responsibility for administering Title I programs on the United State Commission of Education, state educational agencies, and local agencies. In California, the control of ESEA, Title I programs is placed in the State Department of Education. A consultant of the State Department of Education has responsibility for the function of ESEA, Title I neglected and delinquent monies in the state agencies where these children and young adults are placed.

### Organization of ESEA, Title I Programs

The ESEA, Title I projects in California Youth Authority schools are administered under the Deputy Director of the Institutions and Camps Branch. He in turn delegates this responsibility to the Supervisor of the Compensatory Education Program. Two education administrators, one for program development and the other for evaluation, assist this supervisor. There are two education

program specialists who function in multicultural intergroup relation component and two educational research evaluators on his staff. Staff members provide consultation services to schools in component and program development. The evaluators provide services for all school projects and make periodic reports to administrators and to the State Department of Education. The lead education administrator in each Youth Authority school is the project director of Title I in that institution, and it is his/her responsibility to implement the program according to the plan described in their application for funds. Although each institution has basically the same educational components in the ESEA, Title I programs, there are differences as well as similarities from institution to institution in the manner in which these programs are carried out. The rehabilitation process, the organization of the school program, and the treatment modalities of the various institutions differ from each other and the way, therefore, that the supplementary Title I program functions in that facility is unique. A general program summary for each of the ten Youth Authority institutions in which Title I programs operates is presented in Appendices.

#### Federal and State Guidelines

The federal guidelines state that the Title I funds should be used to provide services to residents of institutions for neglected and delinquent youth who are under 21 years of age and have not received a high school diploma. The program concentrates

on basic reading and math skills and should supplement rather than supplant the educational programs in the facilities. The objectives of Congress in providing these funds to institutions are to help participants develop basic academic skills and overcome the effects of the school failures which many have been experienced. The State Department of Education is in charge of the Title I programs in California, and they have required additional components in Title I programs to support basic reading and math skills development. The following is a description of the instructional components which we use in Youth Authority ESEA, Title I programs:

1. Language Development: Language development is defined to mean the development of all language facilities (listening, speaking, and reasoning skills) for all students as a means of oral communication and as a base for developing skills in reading and written composition. Instruction includes grammar, punctuation, and spelling.<sup>1</sup>
2. Reading: Reading is defined to mean comprehension and interpretation of written language including understanding of certain structure and meaning of punctuation and the development of interests and attitudes that lead to functional literacy and personal satisfaction from reading.
3. Mathematics: Mathematics in the secondary school is defined to mean those concrete experiences that help

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<sup>1</sup>The language development and reading component are combined in some of the instructional programs.

students develop concepts related to numbers, operations, and measurement.

4. Multicultural Education: Multicultural education is defined as the educational process that insures the development of human dignity and respect for the diversity of all people. An essential goal within this process is that differences be understood and accepted not simply tolerated. Within this definition lie the concepts embraced by cultural pluralism, bilingual education, ethnic and intercultural studies, and intergroup and human relations. Multicultural education is an interdisciplinary educational process rather than a single program.
  
5. Career Education: Career education is defined as an educational thrust designed to do the following:  
1) infuse concepts of career development and preparation into all the disciplines and educational experiences for learners, and 2) provide each student with a coordinated, educational experience that includes career awareness, exploration, preparation, guidance, and placement.<sup>2</sup>
  
6. Staff Development: Staff development is defined to mean the recruitment and/or assignment of teachers

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<sup>2</sup>Three schools in Youth Authority have a career awareness program as a part of their Title I program.



and aides relative to specific requirements in the proposed plan. Staff development includes pre-service and in-service training for teachers and other staff. 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.

### Program Costs

During fiscal year 1976-77, \$1,448,082 was provided for funding ESEA, Title I programs in Youth Authority schools. One thousand three hundred and ninety (1,390) participants (unduplicated count) were served with these funds. Table I shows the average daily participation in ESEA, Title I programs and the cost per participant by institution. As indicated, there are 2,510 students eligible in the Youth Authority institutions. The Title I participants constituted about 55 percent of these total eligibles with a mean cost per participant of \$826.

### Student Profile

#### General Characteristics

The total number of wards committed to Youth Authority in fiscal year 1976-77 was 3,559 of which 2,805 (or 79 percent) had prior commitments to correctional facilities at the local level. Robbery and burglary were the most common reason for commitment to

TABLE 1

Average Daily Population of  
Youth Authority Eligibles, Average  
Participation in ESEA, Title I Program,  
and Cost per Participant by Institution  
1976-77

Institution	Total Eligibles Served in Youth Authority Schools	Title I Participants	Cost Per Participant
O. H. Close	328	263	690
Karl Holton	195	166	754
DeWitt Nelson	157	86	1,468
Fred C. Nelles	322	226	603
Preston	221	148	891
El Paso de Robles	292	98	384
Ventura	179	136	1,086
Youth Training School	506	209	975
NRCC*	51	21	641
SRCC	259	40	768
TOTAL	<hr style="width: 50px; margin: 0 auto;"/> Number = 2,510	<hr style="width: 50px; margin: 0 auto;"/> Number = 1,390**	<hr style="width: 50px; margin: 0 auto;"/> Mean = \$ 826

\* Long term program only

\*\* Unduplicated count

the Youth Authority - each contributing approximately 25 percent of the total. Assault and battery was the third most common offense constituting 12 percent of the total. (In 1966, only 16 percent of commitments to Youth Authority were for violent crimes.) Ninety-five percent of the wards in Youth Authority in 1976-77 were male and five percent were female. The average age at admission for Youth Authority wards was 17.7. It is noteworthy that the juvenile court commitment to Youth Authority have dropped from 75 to 49 percent since 1966 due to the probation subsidy program. The balance of the commitments are from the adult courts. Approximately 44 percent of the Youth Authority wards come from neighborhoods which are below average economically, 50 percent come from average neighborhoods, and the remaining from above average neighborhoods. Thirty-two percent live in neighborhoods with a high level of delinquency and 36 percent in moderately delinquent neighborhoods. A high proportion (37 percent) come from homes where all or part of the family income comes from public assistance. Approximately 70 percent of the wards came from homes without both natural parents. One natural parent was present in 60 percent of the homes. Slightly less than 50 percent of the wards had at least one parent or one brother or sister who had a delinquent or criminal record. Sixty-three percent of the wards had five or more delinquent contacts prior to commitment to a local or state facility. Sixteen percent of the wards were last enrolled in the ninth grade or below. Twenty-two percent of the wards had reached the twelfth grade or had graduated from high school.

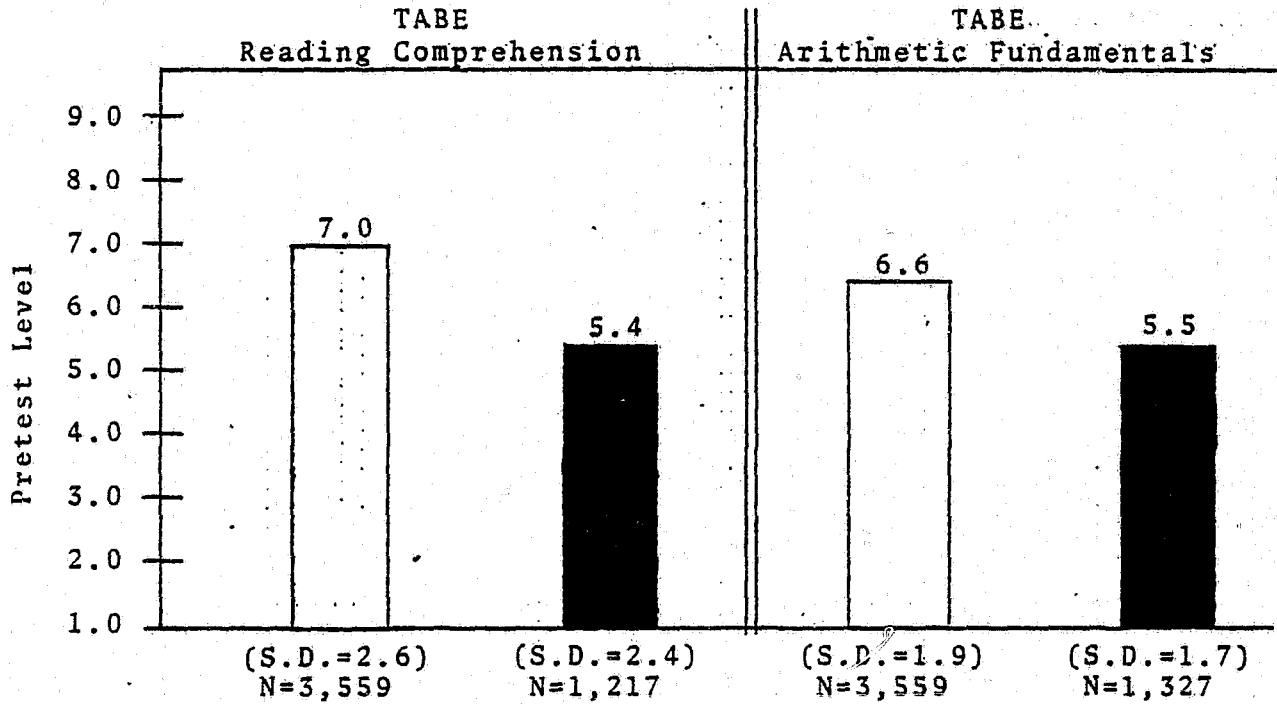
## Achievement Levels

Table 2 presents the achievement test levels for all first admissions and ESEA reading and math students for 1976-77. The first admissions have an average pretest level in reading comprehension of 7.0 grade levels. The average pretest reading comprehension for the ESEA participants was 5.4. For math, the mean score for all wards at first admission was 6.6 grade levels, and the pretest average for Title I participants was 5.5 grade levels. The population that participated in the Title I program were generally, therefore, the more needy students in the population.

Table 3 shows the ethnic composition and length of program involvement by component of ESEA, Title I participants. White students represent approximately 30 percent in both the reading and math components, whereas they constitute 36 percent of the Youth Authority institutional population. The Spanish Speaking/Spanish Surnamed students (and those in the "other" category) approximate the institutional percentage. Black students make up over 40 percent of the participant population. Minority students tend to have longer commitments so the longer length of program is probably related to the overall length of commitment to the Youth Authority. As indicated in Table 3, the average months of program involvement is 7.2 months in reading and 7.3 months in math; overall length of commitment to institutions for wards is 11.1 months.

TABLE 2

Achievement Test Levels for All First Admissions and ESEA Reading and Math Students 1976-77



First Admissions  
 ESEA Participants

TABLE 3.

Ethnic Composition and Length of Program  
Involvement of ESEA, Title I Participants  
in Reading and Math Components  
1976-77

Components	Ethnic Groups				Totals
	White	Spanish Speaking/ Spanish Surnamed	Black	Other	
<u>Reading</u>					
Percent of Students	28	26	42	4	100
Average Months in Program	7.2	7.7	7.9	7.5	7.2
<u>Math</u>					
Percent of Students	33	23	40	4	100
Average Months in Program	7.1	7.6	7.4	7.2	7.3

## Learning Problems

The following is a list of several of the learning problems that have been designated by the project coordinators in describing the characteristics of their students who are in need of Title I services:

1. Eleven percent of the wards state that their first language was not English and that they speak to family and friends in another language as well as English. Four percent say that they know another language better than they do English.
2. Approximately 20 percent of the participants say they dislike school.
3. Over 30 percent indicate they have negative attitudes toward their former teachers.
4. Almost all of the wards indicate they need help with their educational and career plans.
5. About 30 percent have some kind of visual, hearing, or other physical handicap which interferes with learning.
6. Approximately 55 percent were school dropouts.

Additionally, the students (as indicated by their own responses on the Classroom Assessment Inventory) prefer things that they can do by themselves. They prefer books to learning by teaching

machines, and they would like things more related to what they need in the future.

#### Staff Profile

Forty percent of the ESEA programs in Youth Authority are staffed by state-funded as well as federally-funded personnel. Table 4 indicates the number of federally-funded and state-funded personnel working in Title I settings.

The complexity of program management in some schools has necessitated the designation of project coordinators who have as their primary responsibility the implementation of the Title I program in a particular school. Five schools utilize this position, filling it in two instances with a supervisor of academic instruction and in the other three with a teacher-coordinator. Four of these positions are ESEA, Title I funded.

Seven of the ESEA, Title programs have the services of a school psychologist who provide supportive services to the reading, math, language, multicultural, and career awareness components in the form of diagnostic services, consultation services, group and individual testing, assistance to teachers in developing appropriate teaching strategies in staff training, and in the area of evaluation. They are particularly helpful to programs in the diagnosis of learning disabilities and in developing specific teaching strategies for remediation through prescription of suitable instruction. These support personnel are responsible



TABLE 4

ESEA, Title I and State-Funded  
Staff Working in ESEA Programs  
1976-77

Staff Position	ESEA, Title I Funded (Full-Time Equivalent)	State Funded (Full Time Equivalent)	Total
<u>Project Coordinator*</u>	4	1	5
<u>School Psychologist</u>	4	3	7***
<u>Teacher</u>			
Reading/Language	13½	5½	19
Math	8½	4½	13
Multicultural**		2	2
Career Awareness	2	1	3
Subtotal	<u>24</u>	<u>13</u>	<u>37</u>
<u>Teaching Aide</u>			
Reading/Language	18	1	19
Math	10	2	12
Multicultural**		1	1
Career Awareness	1	1	2
Subtotal	<u>29</u>	<u>5</u>	<u>34</u>
<u>Total Staff</u>	61	22	83

\* Does not include positions having other administrative responsibilities

\*\* Includes only staff who teach or coordinate only multicultural/intergroup component

\*\*\* Five positions are funded half by state support and half by ESEA, Title I

for the testing program in each school, maintaining and controlling appropriate use of test instruments, supervising and coordinating testing procedures, interpreting the test data. They are responsible for conducting consultation sessions with teachers regarding individual learning problems and activities, and provide training to staff in the interpretation of psychological data in the areas of testing, human behavior, and learning theory. The school psychologists are especially helpful in the area of needs assessment and are of invaluable assistance in carrying out evaluation procedures to maintain quality in the program.

Table 4 shows that approximately 65 percent of the teachers and 85 percent of the teaching aides working in the various Title I components are federally-funded. The largest emphasis in terms of staff concentration is in the reading and language development areas.

#### Title I Settings

The ten Youth Authority schools in which ESEA, Title I monies are expended not only have student populations which vary in terms of age, sex, length of commitment, and their educational needs, but they differ in their approaches to the provision of the supplementary services of Title I. The context in which the services take place are, in most instances, in the laboratory setting where students are involved in a "pull-out" program.

Tables 5 through 7 give a general overview of the variations in the reading, math, and language components by school, indicating

the variety of students that are served and the number of hours per week that they receive instruction in the various components as well as their length of stay in the program and the staff/student ratio.<sup>3</sup> Structured classroom settings are the norm; nevertheless, they are relaxed and usually quite flexible as reported by the students on the Classroom Assessment Inventory. The teachers (according to most student reports) like their subjects, give clear assignments, have good class control, and maintain consistency and fairness in dealing with the students. Related to the structured atmosphere of the classroom, they tend to allow the students few choices in terms of what kind of assignments they are to participate in during a class period. Most students, nevertheless, do not feel left out of things and look forward to coming to the class. They also find the classes useful. Standard equipment in the Title I settings are multi-media devices such as tachistoscopes, controlled readers, tape recorders, and filmstrip projectors. The purpose, of course, of the audio-visual approach to remedial education is to stimulate interest in the subject matter. However, several of the students indicated that they preferred books to teaching machines, identifying books with what they consider "regular" classrooms. Possible they are interested in the human approach to learning and feel that they need individual attention from a person and not from a machine. A career awareness component is a part of the curriculum in three

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<sup>3</sup> See Chapter III, pages 26, 28, and 30.

institutional schools; the multicultural/intergroup component is carried out in a variety of ways in each institution.

#### General Goals and Objectives of the Program

The overall goal and objective of each Title I program in the individual schools is to assist students who are the neediest in that population and to accelerate their reading and math growth by giving them special attention, special curriculum, and supplementary services in addition to those provided in the regular state program. As indicated above, the implementation of this program varies from institution to institution depending upon the educational needs of the student and the educational programs at a particular institution. The manner in which this implementation occurs is outlined in Chapter III.

# Chapter III

## IMPLEMENTATION OF THE PROGRAM

This chapter deals with program management and the services provided by the ESEA, Title I programs. The decision-making process that takes place in Youth Authority Title I programs, the monitoring and evaluation procedures are described, a summary of the activities that occur in each of the components, and a brief description of the materials, methods, and techniques used in the programs is provided. Comments are also included on the degree of implementation of the components in the different institutional settings.

### Program Management

As indicated in Chapter I, the authority for the operation of Title I programs in Youth Authority schools is vested in the Deputy Director of the Institutions and Camps Branch. He, in turn, gives this responsibility to the Supervisor of Compensatory Education Program and his staff who are located in central office. The personnel of the Compensatory Education Program in central office provide direction to the project directors and the instructional staff in planning their individual school programs and in working as liaison persons with the State Department of Education. They develop Youth Authority policy statements and procedures and monitor the ESEA activities for compliance with all laws, policies, and guidelines pertaining to ESEA.

## Application for Funds

The format for the development of the application for funds in State Department of Education includes a format for the assessment of needs of students in each of the major component areas. A copy of this process is found in the appendices. The component needs assessment identifies what the existing condition of the student is, what the condition should be (or the desired condition), and what the difference is between those conditions.

This is followed by an analysis of this discrepancy, what causes these educational problems with these students, and the analysis of the causes. The objectives of the program and the major solution procedures are thus more easily identified and more appropriate to the actual needs of the students that are being served. During April and May of each fiscal year, the program needs based upon the individual needs of the students in that educational setting are reviewed and an application is made for funds. This is written by school personnel in each institution. The applications are then reviewed for their completeness and for their quality by central office ESEA staff, Youth Authority.

## Standards

Certain standards have been developed over the years to increase the quality of these applications and the manner in which the progress of the program and the quality of the program can be assessed. The monitoring and evaluation process assures that

the programs adhere to federal and state regulations. Additionally, there is effort to make the programs of a quality nature above and beyond those requirements that are laid down by outside agencies. The evaluation staff, for example, assists the schools to develop evaluation plans outlining the assessment dates, who is responsible for collecting the data, the data collection procedures, the data analysis procedures, and the use to be made of the data.<sup>4</sup> These evaluation plans are developed, as indicated with each program, at the beginning of each fiscal year. This document serves as a means of communication between the central office evaluation staff and the staff at the institutions and enables us to monitor the data that is collected throughout the course of the year.

An annual evaluation workshop has been initiated for ESEA, Title I personnel. This workshop, conducted by central office evaluation staff, provides training in the evaluation area and indicates its importance for program planning and management. It also allows for feedback of analyzed data not only to an individual institution but to all institutional personnel involved in ESEA, Title I programs so that they obtain information on how other schools are assessing programs.

In the management area, it has become apparent to program administrators that certain standards are necessary to develop a consistency of program management throughout the different projects.

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<sup>4</sup>The evaluation plan is included in the appendices.

During fiscal year 1976-77, an effort was made to lay down standards for each of the program areas. This was a result of attempting to monitor program and finding that, since ESEA, Title I did not have specific quality standards, it was difficult to apply consistent standards to each institution. The development of appropriate standards is still in progress and will require considerable staff time before they have reached the quality that is needed for the projects. This is a critical program management need.

#### Fiscal Concerns

Funding of program was an area of concern during fiscal year 1976-77. The funding problems that have been developing through the last several years relate to the inflationary effect upon funds. It has been necessary to re-think the methods by which funds are allocated to the various schools. In Chapter V of this report, a longitudinal view of ESEA, Title I in Youth Authority describes the project methods used to develop various kinds of program elements. This approach ultimately resulted in some schools receiving a disproportionate amount of funds to serve their present population. Therefore, a reassessment and a reallocation of Title I funds has become necessary. This reallocation of funds will have some dramatic effects upon the programs in the institutions in the years to come. Various funding proposals have been made and school personnel are in the process of reviewing these proposals.



## Title I Services by Component

### Reading

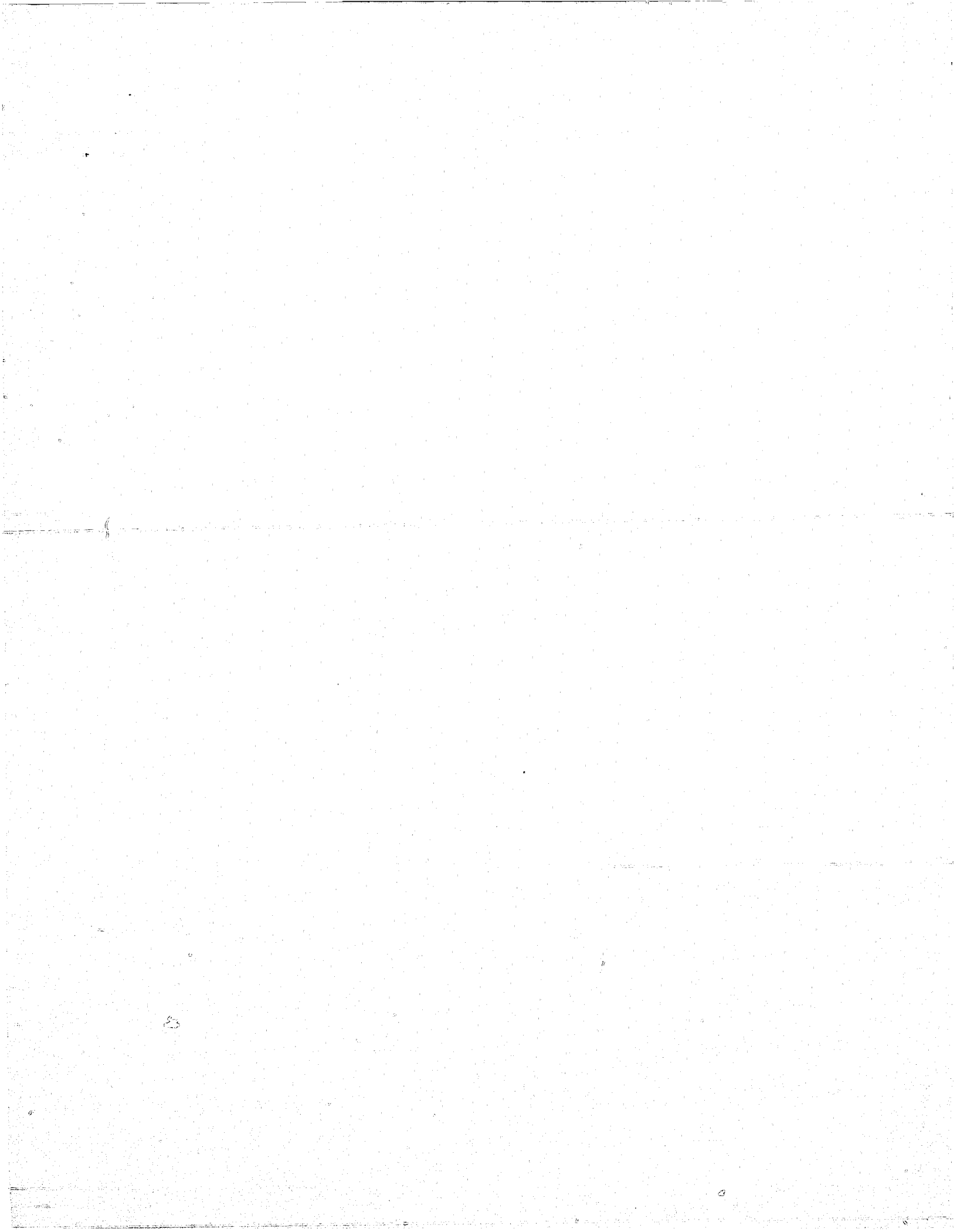
The reading component is the most heavily emphasized content area in Youth Authority Title I programs. Reading instruction emphasizes vocabulary, comprehension, and, to some degree, writing skills. In four of the ten projects located in the institutions, the reading and language components are combined. Table 5 gives a summary of the reading component variations by school. The number of students served range from 30 at the Northern Reception Center-Clinic to 135 at the Youth Training School -- these are unduplicated and one-time count figures. Class periods per week range from 2 to 5, and the mean class size ranges from 5 to 20, with a mean length of stay in program as high as 8.1 months at El Paso de Robles School. The principal instructional method used is an individualized diagnostic-prescriptive program which may be either a locally developed or a commercially developed system. With the exception of one program, these reading programs take place in a lab setting with a teaching assistant or assistants and a teacher(s) in charge of the program. At O. H. Close School, the teacher-coordinator manages a program in which five teaching assistants and nine student aides go to each individual state classroom and serve students in a tutorial-type situation. In three schools (Karl Holton, El Paso de Robles, and the Southern Reception Center-Clinic) a state-funded teacher and/or teaching assistant works in the ESEA setting with the ESEA-funded staff. The staff/student ratio ranges from 2:1 to 8:1.

TABLE 5  
DESCRIPTION OF READING COMPONENT VARIATIONS BY SCHOOL -- 1976-77

SCHOOL	Number of Students Served	Number of Hours Per Week	Mean Class Size	Approx. Student/Staff Ratio	Selection Criteria <sup>2</sup>	Mean Length of Stay in Program	ESEA Funded Staff	State Funded Staff Working in ESEA Setting	Principal Instructional Method
O. H. CLOSE	135	4	16	2:1	Under 6.5 grade level TABE Reading	6.6	1 Coordinator-Teacher 5 Teaching Assistants 9 Student Aides	None	Individualized diagnostic-prescriptive program using TAs and student aides as tutors in regular classroom setting.
KARL HOLTON	98	5	16	5:1	6.5 or below on TABE Reading	6.5	1 Teacher 1 Teaching Assistant	1 Teacher	Individualized diagnostic-prescriptive program. Locally developed.
DEWITT NELSON	35	5	10	3:1	Under 6.0 grade level TABE Reading	6.2	1 Teacher 2 Teaching Assistants	None	EDL individualized instruction in a lab setting.
FRED C. NELLES	135	2	13	6:1	6.0 grade level TABE Reading	7.6	1 Teacher 1 Correctional Program Assistant	None	Individualized diagnostic-prescriptive program using Behavior Modification procedures in a lab setting.
PRESTON SCHOOL <sup>1</sup>	122	2	10	5:1	7.9 and below on TABE Reading	7.2	1½ Teachers 1 Teaching Assistant	None	Individualized diagnostic-prescriptive system.
EL PASO DE ROBLES <sup>1</sup>	110	2	20	8:1	Under 6.0 grade level TABE Reading	8.1	1 Teaching Assistant	½ Teacher 1 Teaching Assistant	American Learning Corporation reading program in a lab setting in conjunction with state funded staff.
VENTURA SCHOOL	61	3.7	13	4:1	7.0 grade level or below on TABE Reading	6.5	1 Teacher 2 Teaching Assistants	None	American Learning Corporation reading program in a lab setting.
YOUTH TRAINING SCHOOL	135	4.5	17	5:1	6.0 and below TABE/Reading and Ranking System	7.9	2 Teachers 1 Correctional Program Assistant	None	American Learning Corporation reading program in a lab setting.
NRCC <sup>1</sup>	30	5	10	5:1	All students under age/grade expectancy	5.5	1 Teaching Assistant	1 Teacher	Individualized diagnostic-prescriptive program.
SRCC <sup>1</sup>	50	2	5	2:1	Students two or more grades below age/grade expectancy	4.4	1 Teaching Assistant	1 Teacher	Individualized diagnostic-prescriptive program.

<sup>1</sup> Reading and Language Development are combined

<sup>2</sup> Only students under 21 years of age and non-high school graduates



Schools have varying selection criteria for the reading component. The highest reading level allowed is 7.0 grade levels or below on the TABE reading test at Ventura School. All of the others are using 6.5 or 6.0 grade levels as the upper level for student selection, although some schools take into consideration additional ranking factors. Schools with school psychologists refer reading students who have severe learning disabilities to this resource for evaluation and diagnosis and recommendations for remediation. There is also an attempt in a couple of school programs to identify community resources for students with special problems.

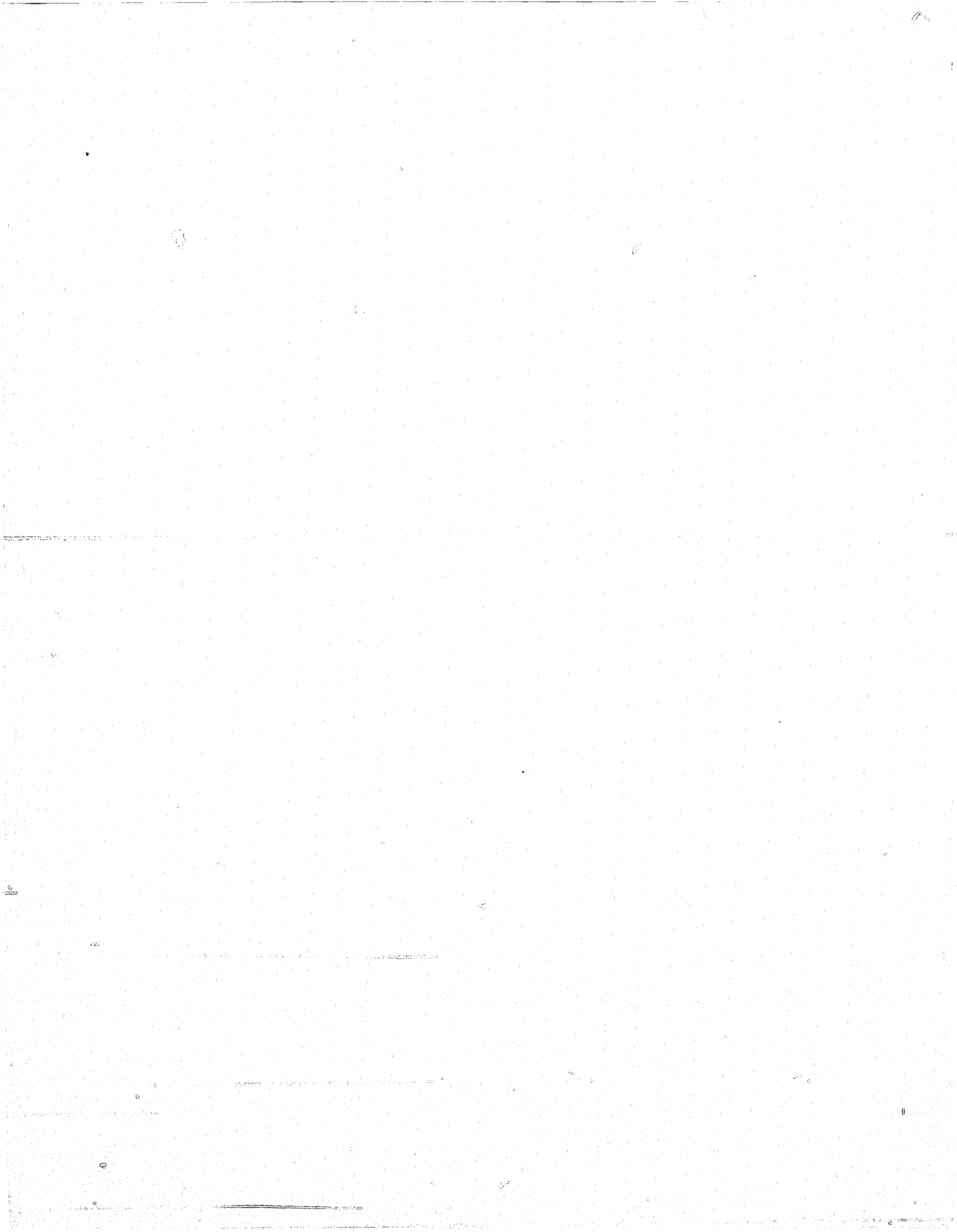
#### Math

All schools have math components with similar separate classroom laboratory arrangements as in reading. Table 6 describes the variations by school in the math component. The range of students served is from 30 at the Northern Reception Center-Clinic to 217 at O. H. Close School, with the range in number of hours per week from 1.5 to 6. The mean class size ranges from 5 to 17 students, and the approximate student/staff ratio ranges from 2:1 to 9:1. The mean length of stay in program was, again, the highest at El Paso de Robles with 7.7 months average stay in the program. Four schools have state-funded staff assisting the ESEA staff in the ESEA setting. As in the reading component, the principal instructional method is a formalized diagnostic-prescriptive approach using teaching assistants and student aides as tutors in a lab setting with the exception of

TABLE 6  
DESCRIPTION OF MATH COMPONENT VARIATIONS BY SCHOOL -- 1976-77

SCHOOL	Number of Students Served	Number of Hours Per Week	Mean Class Size	Approx. Student/Staff Ratio	Selection <sup>1</sup> Criteria	Mean Length of Stay in Program	ESEA Funded Staff	State Funded Staff Working in ESEA Setting	Principal Instructional Method
O. H. CLOSE	217	4	16	2:1	Lowest in either Math subtest if below 7.5	6.6	1 Teacher-Coordinator 4 Teaching Assistants 9 Student Aides	None	Locally developed individualized diagnostic-prescriptive program using TAs and student aides as tutors in regular classroom setting.
KARL HOLTON	147	6	16	6:1	Below 10.0 grade level on TABE Math	6.5	1 Teacher 1 Teaching Assistant	2 Teacher 1 Teaching Assistant	Individualized Prescriptive Instruction (IPI) and Educational Math/Individualized Manpower Training System.
DEWITT NELSON	35	5	10	3:1	Under 6.0 in total Math	6.3	1 Teacher 2 Teaching Assistants.	None	Individualized diagnostic-prescriptive program in lab setting.
FRED C. NELLES	78	2	9	9:1	Under 6.0 in total Math	6.3	1 Teacher	None	Locally developed Individual diagnostic-prescriptive system with some group instruction in lab setting.
PRESTON SCHOOL	131	3	10	5:1	Under 8.0 in Math	7.2	1½ Teachers 1 Teaching Assistant	None	Individualized Instruction diagnostic-prescriptive system in lab or tutorial setting.
EL PASO DE ROBLES	110	2	10	3:1	6.0 and neediest of needy	7.7	1 Teaching Assistant	½ Teacher 1 Teaching Assistant	
VENTURA SCHOOL	52	3.7	12	4:1	Below age/grade expectancy in Math	6.2	1 Teacher 1 Teaching Assistant	None	Individualized diagnostic-prescriptive program based on Individualized Manpower Training System (IMTS) in lab setting.
YOUTH TRAINING SCHOOL	108	4.5	17	8:1	Ranking System	7.6	2 Teachers	None	Individualized diagnostic-prescriptive program using Individualized Manpower Training System and Holt Math. program in lab setting.
NRCC	30	5	11	5:1	Student under age/grade expectancy	5.7	1 Teaching Assistant	1 Teacher	Individualized diagnostic-prescriptive program emphasizing tutoring in a regular classroom setting.
SRCC	50	1.5	5	2:1	Two or more grades below age/grade expectancy	4.4	1 Teaching Assistant	1 Teacher	Individualized Instruction in lab setting.

<sup>1</sup> Only students under 21 years of age and non-high school graduates



O. H. Close School which serves students in the regular classroom setting. Math curriculums have been, for the most part, locally developed using a variety of resources, some commercially developed and other school district math programs. The ideas on the developmental process expressed by Piaget have been helpful in working with remedial mathematics in the Karl Holton program. Piaget has stated that to deal properly with abstract thinking, a child must first become familiar with concrete and real items in his environment. The staff at Karl Holton provide the students with a wide range of real and concrete problem-solving experiences using math manipulatives, recreational math, street-survival math, and abstract paper and pencil exercises. Many of these exercises in math are handled in small groups (two to seven members) where the students learn to deal positively with other persons in facilitating problem-solving. This process has proved very beneficial at Karl Holton School in light of their excellent math gains over the last several years.

#### Language

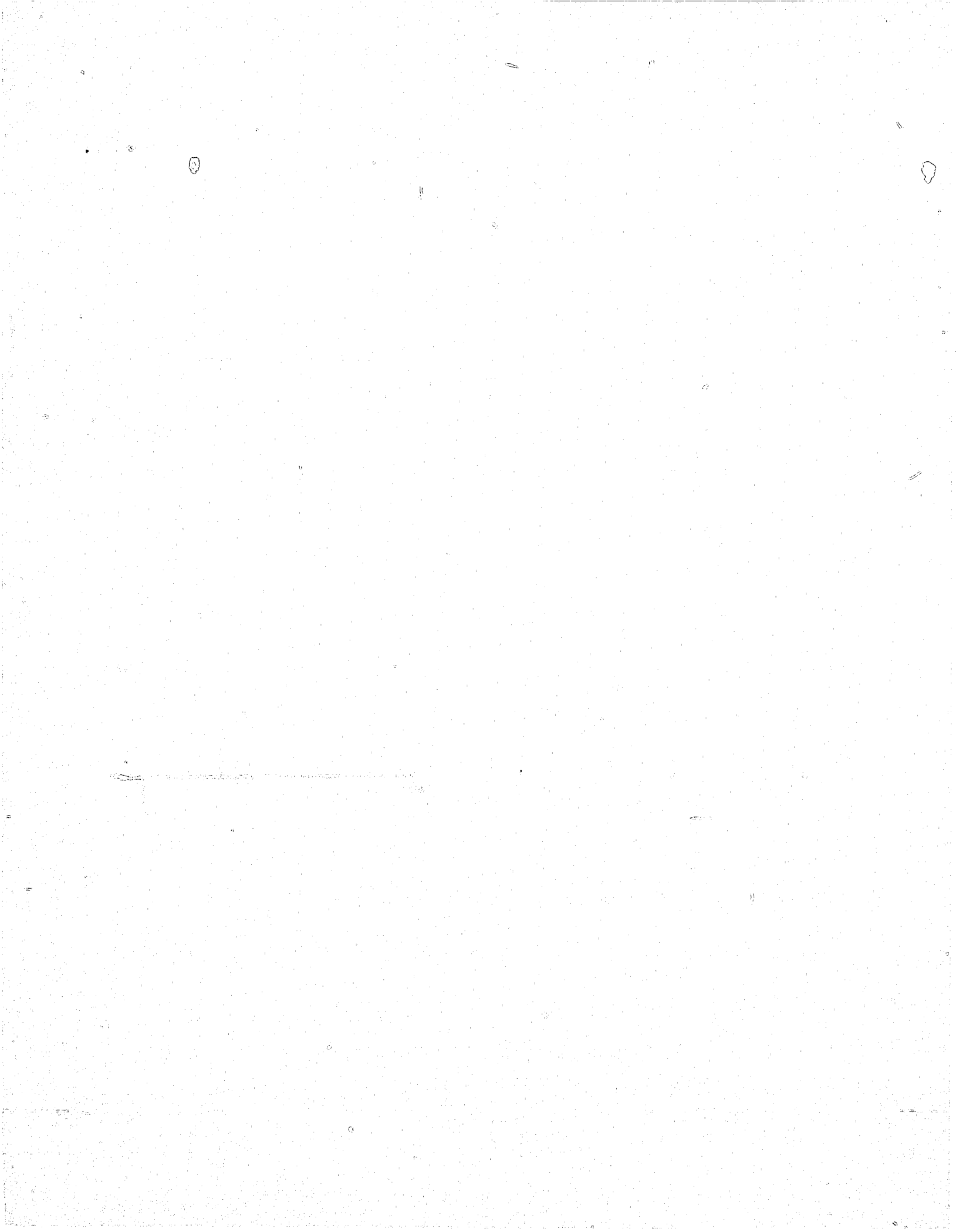
Table 7 describes the remedial language components in the six schools that have separate language components. Title I programs serve between 19 and 219 students in this component, with the mean hours per week of one at Fred C. Nelles School to ten hours per week at Karl Holton School. The mean class size is from 9 to 16 students with staff/student ratios from 2:1 at O. H. Close

TABLE 7  
DESCRIPTION OF LANGUAGE COMPONENT VARIATIONS BY SCHOOL  
1976-77

SCHOOL	Number of Students Served	Number of Hours Per Week	Mean Class Size	Approx. Student/Staff Ratio	Selection Criteria <sup>1</sup>	Mean Length of Stay in Program	ESEA Funded Staff	State Funded Staff Working in ESEA Setting	Principal Instructional Method
O. H. CLOSE	86	4.5	16	2:1	6.5 to 8.5 grade levels, total Reading score	5.5	1 Teacher-Coordinator 5 Teaching Assistants 9 Student Aides	None	Individualized diagnostic-prescriptive system using tutorial approach in regular classroom setting.
KARL HOLTON	49	5-10	16	5:1	6.5 to 9.9 in Reading Comprehension score	6.9	2 Teaching Assistants	1 Teacher	Individualized diagnostic-prescriptive program based on Individualized Manpower Training System (IMTS) in lab setting.
DEWITT NELSON	70	5	10	5:1	6.0 to 8.0 in Reading Comprehension	5.1	1 Teaching Assistant	1 Teacher	Modified Individualized Manpower Training System in regular classroom setting.
FRED C. NELLES	68	2	9	9:1	Between 3.5 and 7.5 grade levels total TABE Reading score	7.7	1 Teacher	None	Individualized locally developed program in lab setting.
VENTURA SCHOOL	19	3.8	12	4:1	Below age/grade expectancy in Language	6.4	1 Teacher 2 Teaching Assistants	None	Individualized diagnostic-prescriptive program based on Individualized Manpower Training System (IMTS) in lab setting.
YOUTH TRAINING SCHOOL	219	5	13	5:1	6.0 and below on TABE and Ranking System	6.3	2 Teachers 2 Correctional Program Assistants	None	Diagnostic-prescriptive program with individual and group instruction in lab setting; includes bilingual, typing and English Mechanics.

<sup>1</sup> Only students under 21 years of age and non-high school graduates





School to 9:1 at Fred C. Nelles School. The mean length of stay in these programs is approximately seven months. In two of the facilities, there are state-funded staff working with the ESEA, Title I participants. The principal instructional method in language is an individualized diagnostic-prescriptive system in most of the facilities with the emphasis upon developing English mechanics and writing skills. Four of the programs (Karl Holton, DeWitt Nelson, Ventura, and Youth Training School) use the language program as outlined in the Individualized Manpower Training System (IMTS), although each of these schools has modified the original language program to some extent. Fred C. Nelles School has developed a language program on a local basis as has O. H. Close School. O. H. Close School acquired program materials and curriculum ideas from the Clovis Unified School District. The Youth Training School has a typing program which is a separate class from the regular language skill development area and the bilingual area. The students in this program learn to develop vocabulary and sentence structure through the use of typing.

#### Career Awareness

The career awareness component has been established in three schools to address the needs of students who have had little job experience and little knowledge of career possibilities. Remedial students tend to lack interest in future careers and have little realistic knowledge about themselves or about occupations. Those that do have some idea about jobs for themselves

frequently have unrealistically high or low aspirations. The career awareness component, therefore, was designed to increase their knowledge of career facts and explore occupational and vocational interests. Basic to the involvement in career awareness in ESEA, Title I programs is the increase of motivation for developing their academic skills. If they can see the relationship between learning how to read, do math, and learn language structure, it is anticipated that they will see the relationship of their learning experiences with career opportunities and jobs later on in their lives. The theory is that they will do better in their basic remedial program as a result of acquiring an awareness of the possibilities and requirements of the job market.

The attitude scale of the Career Maturity Inventory (McGraw-Hill) was administered at Youth Training School. The responses indicated that the students' attitudes toward careers was at the seventh percentile compared with California twelfth grade students used in the norming population. This statistic indicates a great need for career awareness education among our remedial students in Youth Authority. Three schools have career awareness components in their project applications: Ventura School, Youth Training School, and DeWitt Nelson School. DeWitt Nelson School serves approximately 20 students, Youth Training School serves 71 students, and Ventura School serves 109 students in their career awareness component. The program lasts from two to seven weeks depending upon the interest of the student. In the Ventura School career awareness component, there are three phases. All students, however, do not complete all three phases.

The third phase is the final one and is given to students just before they go on parole to review the materials and ideas that they developed during the first phases of the career awareness component. The principal instructional methods used at Ventura School are counseling, guidance, visual aids, and reference materials. At the Youth Training School and DeWitt Nelson School, the IMTS system using Singer Graflex, Mind Tool Technology, and Xerox vocational materials to acquaint the students with various occupational areas. In the Youth Training School and DeWitt Nelson School programs, there is also group and individual counseling as well as exposure to the various kinds of occupations. Students in all three programs become familiar with their own abilities, learn to prepare job applications, and develop good working habits. The staff/student ratio in the career awareness component is approximately 5:1. In all three instances, a teacher is in charge of the program in a separate classroom setting. At Youth Training School, the teacher is assisted by a correctional program assistant and student aides.

#### Multicultural/Intergroup Education

The primary goal of multicultural education in the ESEA, Title I program is the reduction or elimination of prejudiced attitudes, feelings, and behavior toward other individuals or groups who are different in any way. Curriculum concentrates on the improvement of self-concept, pride in one's own ethnic or cultural heritage, respect for human worth and dignity, and appreciation of the diversity of all people. Learning activities provide a

Figure 1  
TRADITIONAL APPROACH TO CURRICULUM CONTENT

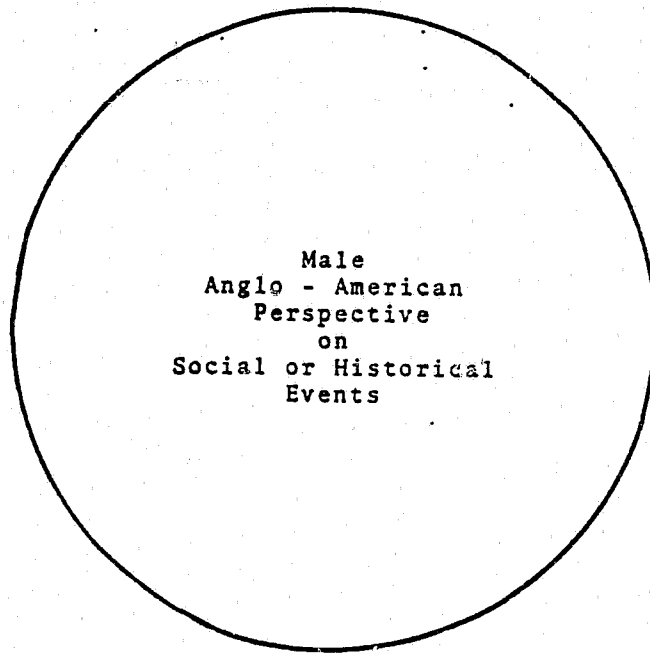
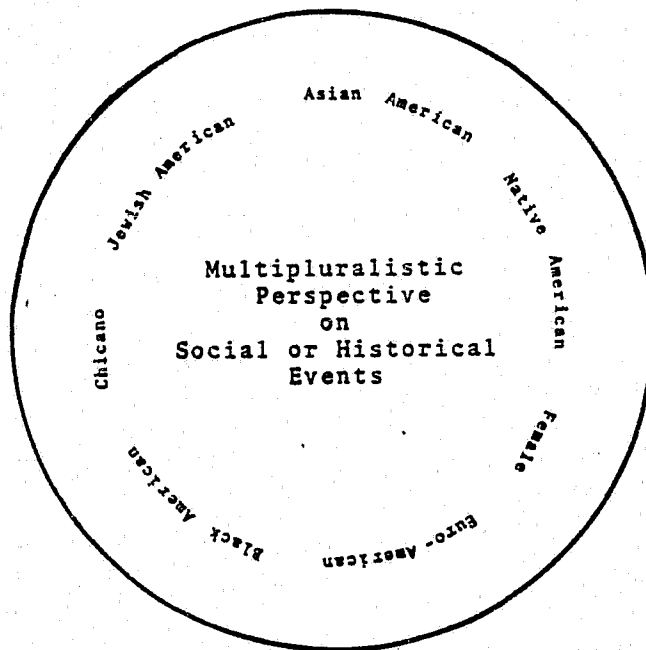


Figure 2  
PLURALISTIC APPROACH TO CURRICULUM CONTENT



foundation for student discussions in which they share different ways of analyzing values, attitudes, and stereotypes that interfere with positive human relationships. Using the pluralistic approach to curriculum content rather than a traditional approach (see Figures 1 and 2), most schools share a common curriculum theme such as basic human needs, individual and group identity, elements of culture, self-awareness development, ethnic and cultural contributions/histories, sex and racial discrimination, clarification of values, coping strategies, and social movements and change.

A variety of instructional strategies and activities are employed such as lecturing, inquiry methods, small group research, individual assignments, and role playing. Some schools utilize staff and community speakers. In a few programs, students are actively involved, with teacher supervision, in planning and conducting the specific lessons of the curriculum. Individual and panel reports, team debates, culinary, and language arts projects are sometimes used to culminate units of instruction. In addition, all schools present activities that honor specific ethnic personalities and historical events.

There is considerable variance with respect to program development, student participation, and goal achievement in the multicultural programs. It would be appropriate to say that the majority of the ten institutions are concentrating their efforts on the development of specific lessons or mini-units. The frequency of instruction also varies from institution to institution

from a minimum of one class period per week to daily sessions with instructional cycles for three to eight weeks. In all of the institutions, except one, all of the Title I participants have the opportunity to participate in some aspect of multicultural education.

#### Staff Development

Staff development activities are mainly related to keeping staff abreast of changes in educational techniques, assistance in curriculum development, teaching methods, and in-service training of local staff. Staff training was provided when applicable and available, and when funds permitted. Table 8 presents the number and percent of staff training experiences in specified training areas, as reported in the monthly reports from each school. The training area with the greatest number of training experiences was multicultural education with 34 different persons participating in this area. In addition to the actual experiences in formalized training outside of the institutional school, considerable technical assistance was given in the multicultural area by the multicultural education specialists from central office. Another training area in which there is a large number of training sessions each year is teaching techniques in reading which constituted 12 percent of the total number of training experiences.

A local Youth Authority sponsored learning disabilities workshop was held during the course of this fiscal year for teachers and

TABLE 8

Number and Percent of Staff Training Experiences  
in Specified Training Areas  
as Reported in Monthly Reports  
1976-77

Training Area	Number of Training Experiences	Percent of Total
1. Multicultural	34	18
2. Teaching Techniques - Reading	23	12
3. Learning Disabilities	21	11
4. School Psychologists Conferences and Workshops	20	10
5. Testing and Evaluation	17	9
6. Institutional/Ward Management	18	9
7. Fiscal/Program Management	15	8
8. Self-Improvement Courses/ Workshops	15	8
9. Program Visitations	10	5
10. Teaching Techniques - Math	7	4
11. Teaching Techniques - Language	6	3
12. General Educational Conferences and Workshops	5	2
13. Human Behavior/Classroom Management	2	1
TOTAL	193	100



teaching assistants in the Title I classrooms. It was conducted primarily by the school psychologists who arranged, planned, and delivered the training to those in attendance. This workshop, received enthusiastically, resulted in the more knowledgeable use of the school psychologists, a better perception of student need, and more efforts toward individualization of instruction. Some of the comments made by the staff attending the workshop indicated that they understood the role of the school psychologist better, and they had a better understanding of the variety and types of testing procedures used in diagnosing student needs. They also appreciated the opportunity of sharing common concerns related to learning disabilities and the teaching and learning problems related to them.

Table 8 indicates a total of 193 different training experiences received by Title I staff during fiscal year 1976-77. There were undoubtedly more training sessions than were reported considering the number of in-service-type training activities that are conducted continually for new staff and for paraprofessional staff by the teachers or program managers in the schools themselves. There were also two workshops related to evaluation and to application writing in which several members of each school participated in developing the application and in seeing the relationship between evaluation and program management. An emphasis of these workshops was that there should be greater participation of all the staff involved in program development.

TABLE 9  
Staff Opinions on  
Degree of Component Implementation  
1976-77

Component	Number of Programs	Degree of Implementation			
		All Percent	Most Percent	Some Percent	None Percent
Reading	10	80	20	0	0
Math	10	100	0	0	0
Language	6	67	17	16	0
Multicultural	10	88	0	1	0
Career Awareness	3	67	33	0	0
Staff Development	10	60	30	10	0

Degree of Implementation of the Components

Table 9 presents the staff opinions of each institution on the degree of component implementation for all of the components that we have discussed in this chapter. It also shows the number of programs in each component. All of the math programs were considered to be completely implemented according to the project application. Eighty percent of the reading programs were considered implemented according to the application. The staff reported that there was some degree of implementation in all of the components.



# Chapter IV

## GOALS, OBJECTIVES, AND ACCOMPLISHMENTS BY OBJECTIVES

This chapter is divided into six parts dealing with the reading, math, and language components, career awareness, multicultural/intergroup, and staff development components. Each part will deal with the goals related to the student needs (or staff needs), the affective and cognitive objectives stated in general terms, opinions on how well the objectives were met, achievement and/or attitudinal data that is available, opinions on the successes of the components, and on areas that need improvement.

### Reading, Math, and Language Components

The general goals of the reading, math, and language components are:

1. Participants should function at age/grade expectancy and/or be capable of participating in the regular high school program,
2. Students should develop positive attitudes toward themselves and education, and
3. Individual programming should take into consideration the unique needs of participant students related to emotional and physical disabilities and cultural differences.

TABLE 10

Staff Opinions on Achievement of Objectives  
in the  
Reading, Language and Math Components  
1976-77

Component	Exceeded Objectives		Adequately Met Objectives		Less Than Adequate	
	Number	Percent	Number	Percent	Number	Percent
Reading	4	40	5	50	1	10
Language*	2	33	1	17	3	50
Math	5	50	4	40	1	10
TOTALS	11	42	10	39	5	19

\* Only six schools had language components separate from reading components

The ten ESEA, Title I programs in the Youth Authority have reading, math, and language objectives of at least .11 gain per month on standardized tests (TABE, CTBS, and Gates-MacGinitie) for each of the subtests. Objectives are also written in some programs for student progress on criterion-referenced tests (e.g., 75 percent or more of the students will achieve mastery level scores).

Table 10 indicates staff opinions on the achievement of the objectives in these components. Thirty-three percent of the staff indicated that they exceeded their objectives in the language component; 40 percent gave this response for the reading component, and 50 percent for the math component. Fifty percent felt that they adequately met objectives in reading, with 40 percent giving

this response for math, and 17 percent for language. Fifty percent of the schools felt that there was less than adequate achievement of objectives in language; only ten percent in both reading and math gave this response.

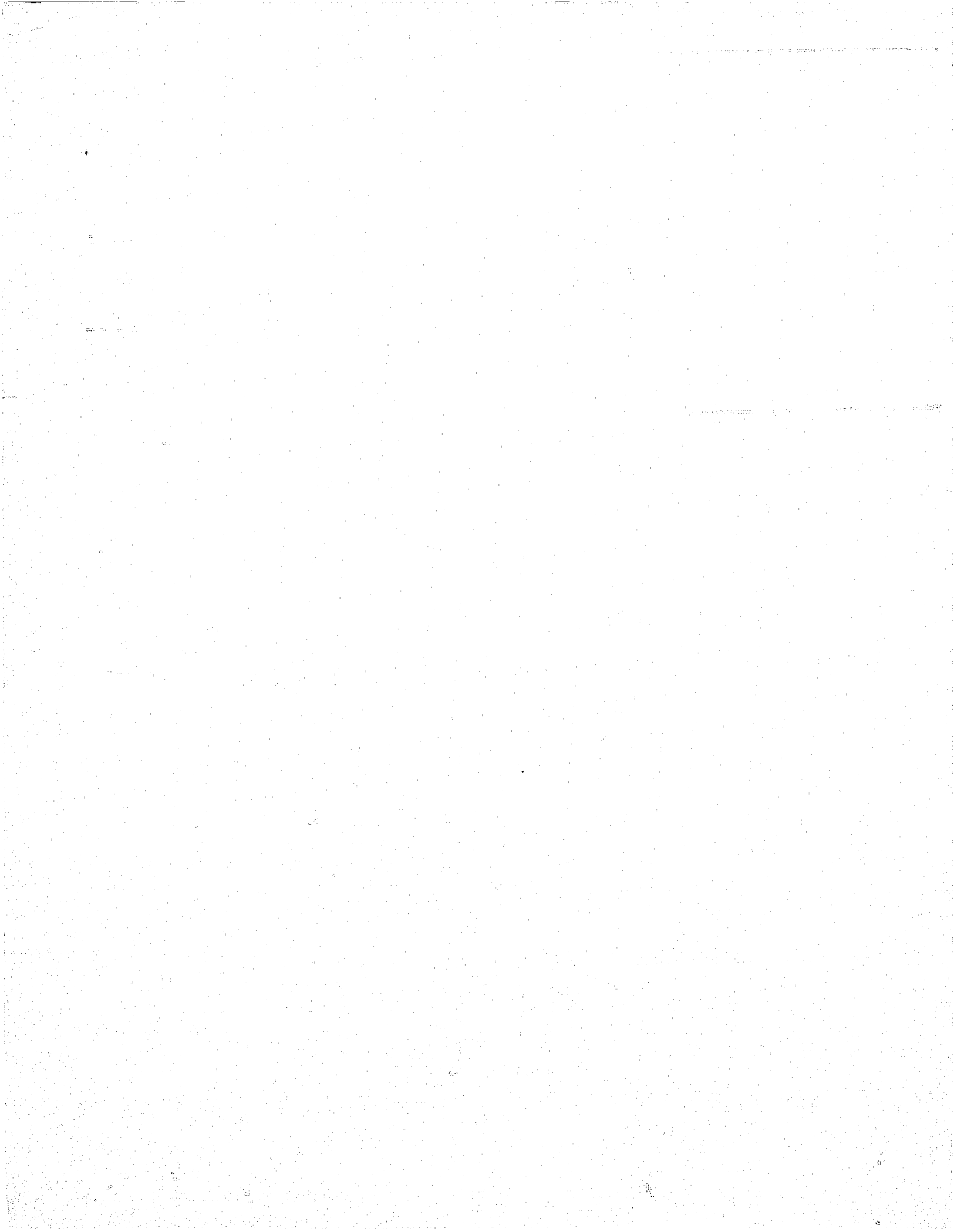
Table 11 gives the achievement data by resources (ESEA, Title I projects) for fiscal year 1976-77. The schools (resources) differ in the number of students served, the mean pretest scores, mean months in program, and mean gain per month. The programs are directed toward meeting the needs of the remedial students and show excellent gains in the reading comprehension area. The mean pretest score for all ESEA, Title I programs in reading comprehension is 5.4 grade levels, with a mean gain per month of .21. Individual schools do not vary extensively from this mean gain per month, with the exception of one which had only 14 students on whom there were pre and post test scores. In math fundamentals, the gains are approximately the same with comparable mean pretest scores. Again, there are very few programs that did not make significant gains in the math area. In English mechanics, the gains are not as high but they are good considering that four of the schools do not have specific language components but incorporate language exercises into the reading component. Three schools made very good gains in the language area.

Successes in the reading, math, and language components are related to the emphasis that the teaching staff have placed on student motivation. To assure student progress, materials are chosen to meet individual needs. A considerable variety of

TABLE 11  
 TABE\* Achievement Data by Resource  
 Fiscal Year 1976-77

RESOURCE	READING COMPREHENSION				MATH FUNDAMENTALS				ENGLISH MECHANICS			
	Number of Students	Mean Pretest Score	Mean Months In Program	Mean Gain Per Month	Number of Students	Mean Pretest Score	Mean Months In Program	Mean Gain Per Month	Number of Students	Mean Pretest Score	Mean Months In Program	Mean Gain Per Month
1	371	6.4	6.6	.30	380	4.6	6.6	.31	38	7.1	5.5	.10
2	113	4.6	6.5	.27	196	5.8	6.5	.18	63	6.3	6.9	.17
3	61	4.6	6.2	.15	133	6.2	6.3	.16	19	6.2	5.1	.28
4	157	4.4	7.5	.12	89	4.6	6.3	.14	53	6.3	7.7	.03
5	134	6.3	7.2	.20	131	6.0	7.2	.18	84	6.1	7.2	.08
6	106	4.8	8.0	.14	83	5.0	7.5	.15	41	4.8	6.6	.16
7	101	5.6	6.5	.22	133	7.2	6.2	.31	116	7.8	6.4	.28
8	137	4.4	6.7	.15	135	5.1	6.4	.11	90	4.5	6.3	.10
9	23	5.5	5.5	.28	33	5.8	5.7	.28	2	6.6	3.7	.58
10	14	5.7	2.4	.06	14	5.0	2.4	.26	9	5.1	2.7	.13
TOTAL	1,217	5.4	6.8	.21	1,327	5.5	6.5	.22	515	6.2	6.5	.15

\* Test of Adult Basic Education





materials are used with attention to vision, hearing, and auditory deficiencies, as well as the special remedial needs of the individual student. Learning takes place in a pleasant, physical atmosphere with consistency and structure in the teaching methods used -- there is a formalized diagnostic-prescriptive approach used in each program. Several schools have incorporated sustained silent reading into the reading and language components and emphasized the application of language usage through the medium of writing activities.

In several schools, school psychologists work with the ESEA remedial students. These staff play an important role with the students at the low remedial levels by providing additional diagnostic and prescriptive services. Three of the schools lack this professional assistance and report the most difficulty with those who are at the most remedial levels. There is a need for more paraprofessional assistance in order to provide more one-to-one assistance for students. Improved language development materials and techniques instructing students at the lower remedial levels is another expressed need.

#### Career Awareness Component

Three schools have career awareness components which emphasize the improvement of student knowledge of careers and career opportunities and self-assessment which will assist in career planning. Student progress in this component was judged to be fair to adequate by school staff. There was agreement that the

activities helped to motivate students in their academic subjects. The most remedial students have the most difficulty with this component activity since they have a problem seeing the need for career planning for themselves. Their immediate, concrete orientation to life makes consideration of personal career planning difficult for these students. One of the problems related to the implementation of the career awareness component is that staff tend to be able to work better with those students who are more receptive; yet, the least receptive students probably need more staff time and assistance.

One of the goals of the career awareness component is change of attitude toward careers and the world of work. All of the three schools which had career awareness components felt that they had adequately met their objectives for this component. Yet, in terms of teacher observation and of preliminary data collected in evaluating these components, there is very little change taking place from pre to post in the attitudinal area. In the knowledge area, however, there is some change as measured by a concept instrument administered in the Ventura School program. In an 80-point concept test, the average gain for students in the career awareness component was 10 points from pre to post administration on concepts related to career planning.

#### Multicultural/Intergroup Component

The multicultural/intergroup objectives are stated in terms of increased knowledge and appreciation of other cultures and ethnic

groups. The component activities, as indicated in Chapter III, are in various stages of development. Some of the schools felt that their objectives were met but there is a lack of adequate statistical data to substantiate these successes. A large amount of needs assessment data has been gathered with a departmentally-developed questionnaire (the Multi-Ethnic Awareness Questionnaire). There is a meager amount of post test data from all but three schools in the 1976-77 fiscal year.


Based on the post test data provided by O. H. Close, El Paso de Robles, and Ventura schools, some tentative conclusions have been drawn. These three schools provided matched pre and post test data on 145 students. Approximately fifty percent of the students in this sample have balanced, mature attitudes toward their own ethnic groups, as reported on the Multi-Ethnic Awareness Questionnaire. The other fifty percent gave mostly overly-positive responses. There is some positive movement toward a balanced attitude on the post test.<sup>5</sup> The findings are similar for each of the ethnic groups.

The following is a tentative analysis of findings from the 1976-77 pre-post data collected at O. H. Close, El Paso de Robles, and Ventura schools:

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<sup>5</sup>The changes from pre to post testing presented here are not statistically significant. Movement is meant to imply directionality or trends.

1. A vast majority of White, Black, and Chicano students had an unprejudicial perception of women at pretest time. The increments of wards to the unprejudiced category were small after the exposure to multicultural education; yet, all the three ethnic groups made improvements. The post test figures for White, Black, and Chicano groups were 93 percent, 87 percent, and 74 percent respectfully.
2. At the pretest time, White, Black, and Chicano students reported an overly positive or balanced, mature perception of their own ethnicity. The percent figures for White, Black, and Chicano students who had overly negative perceptions of their own ethnicity were 2 percent, 5 percent, and zero percent respectfully. For all the three ethnic groups, the post test results showed small changes toward balanced, mature perceptions.
3. Reduction in the number of students who were prejudice toward ethnic groups other than their own differed by the respondents' ethnicity. Black students showed the greatest reduction in prejudicial attitudes while Chicano students showed the least.
4. Post test data indicates very slight increments in the percentage of Chicano students who were ethnocentric at the pretest time. However, the percentage of White



and Black students who had positive perceptions of their own ethnicity and negative perceptions of ethnic groups other than their own (ethnocentric students) decreased at the post test time following the exposure to multicultural education.

It should be pointed out that the above results are presented not to establish the effectiveness of multicultural education, but to (1) affirm a need for multicultural education, and (2) to indicate that multicultural education has potential for modification of undesirable cultural/intergroup perceptions. More specificity relative to the impact of this component will be available in future project years as more pre-post data are acquired.

There is improved staff attitude towards dealing with this sensitive and important area in most institutions. Problems related to the multicultural component are basically in the areas of curriculum development. Staff feel that they need more time to develop their curriculum and see a need for materials which will better fit the needs of the lower level students. Sixty percent of the staff felt that the objectives of the multicultural component were adequately met. Forty percent felt that the achievement of these objectives in this fiscal year was somewhat less than adequate.

## Staff Development

Subjective data indicated that the objectives in the area of staff development were quite adequately met during the fiscal year. The quality of the training ranged from average to excellent depending upon the activity. Particularly successful areas mentioned by the staff were:

1. The learning disabilities workshop, which was initiated and implemented by the school psychologists,
2. The Monterey Multicultural Conference,
3. Various reading conferences, and
4. In-service training for paraprofessional staff.

As indicated in Chapter III, a significant problem area in staff development relates to staff turnover. Staff development never reaches an ideal level because of this turnover. There is also inadequate opportunity for upward mobility especially for the paraprofessionals. Staff reaction to staff development is usually the same from year to year -- they would like more funding in this critical area.

The Classroom Assessment Inventory is in the process of being revised; hopefully, we can use this as a more objective tool for assessing the staff development training in the various components in the next fiscal year. Local identification of staff needs has always been quite appropriate, and local administrators and

program managers have sought out training opportunities whenever funding was available to meet these needs. During 1976-77, a staff multicultural questionnaire was given in the institutions and some staff needs for training and awareness in that area were brought to light, as indicated in Chapter IV. Considerable emphasis has been placed on training in the multicultural area and on technical assistance for this component during the past year.

#### Summary

As a conclusion to this chapter on accomplishment of program objectives in the various components, Tables 12 and 13 display the staff opinions on the areas that need improvement and on the causes of component successes. A review of these opinions highlight the basic needs in the component areas and point out the reasons the program staff feel the components have had the successes they have had. Note that the statements are given in the tables in the exact wording of project staff. No attempt has been made to reword or interpret the responses.

TABLE 12

Staff Opinions on  
Areas That Need Improvement  
1976-77

Reading

Meeting needs of very low students (time demands)  
Equipment maintenance  
Uniformity in application of diagnostic-prescriptive process  
Materials to strengthen vocabulary and spelling  
Student motivation  
More variety in teaching materials  
Emphasis (more) on writing skills  
Shorter learning periods - break up long period

Math

Lower staff/student ratio  
Locally developed diagnostic instruments  
More student feedback - shorter sequences to enable students to see their growth  
More flexible curriculum  
More audio-visual presentation as a group basis to provide measuring  
More emphasis on math reasoning (problem-solving) skills



TABLE 12 Cont.

Language

Curriculum materials - more variety and more audio-visual

Writing programs are in developmental stages

The language component needs to deal with more practical applications

Should be more diagnostic-prescriptive (more realistic/relevant in terms of ward capabilities)

Multicultural

Materials which are more appropriate for students involved (slides/films are above level of students)

More realistic objectives

Improve lesson plans and/or develop them

Improve data collection for evaluation of objectives; knowledge tests

More time to develop curriculum

More prepared curriculum should be provided

More guest speakers

Greater infusion of multicultural material into other program components

Upgrade present curriculum materials and classroom activities

Career Awareness

Keeping equipment in good repair

Problems with motivating low achievers, under-achievers; helping them understand the need for career awareness

Make experiences more meaningful and interesting and provide one-to-one help for many of the students

TABLE 12 Cont.

Staff Development

Evaluation of impact of training  
Lack of upward mobility opportunities for  
paraprofessionals  
Participation in Title I funded/sponsored  
training should be voluntary  
Update of commerical systems training (e.g.,  
ALC)  
Exposure to new methods

TABLE 13

Staff Opinions on  
Causes of Component Successes  
1976-77

Reading

Individualized diagnostic-prescriptive  
program

Teaching aides in tutorial situation

Relaxed atmosphere - staff flexibility

Variety of materials - including newspapers

Motivational techniques such as:

Polaroid pictures of students who have  
completed a certain amount of work,  
progress reports, point system, posters

Identification of and assistance given for  
visual, hearing and speech disabilities

Math

Motivational techniques:

Contingency management, commendations,  
behavior-shaping, picture-taking,  
progress reports, personal attention

Variety of materials

Diagnostic-prescriptive process

Specialized training for paraprofessionals  
resulted in better assistance to students

Development of instructional materials which  
relate to practical survival math

Staff flexibility

TABLE 13 Cont.

Language

Practical application of language skills to world of work, e.g., job applications, resumes of experience

Written assignments pertaining to multicultural education

Students acquainted with basics of mechanics of English

Sustained silent reading and written reports

Multicultural\*

Students become more willing to share ideas, tools and work collectively with each other disregarding color barrier

Increased group interaction and participation in discussions

More comprehensive and relevant lesson plans

Attitude and behavior of students improved

Students appeared to feel better about themselves

Increased student motivation for participation in other components

Helped students understand culture and behavior

Student impact for component content was useful

Career Awareness\*

Students exposed to a variety of vocations through visual, audio and actual work experience

Social interaction - students learned to share ideas, tools and past experiences

Learned job finding skills including how to fill out applications and developing resumes

Helped motivate students in academic components

\*Some items appear to be more effects of program involvement than the causes of program successes.

TABLE 13 Cont.

Staff Development

Assists in keeping abreast of changes

Teacher visitations to other school programs

Workshops:

Learning disabilities

Monterey multicultural conference

Evaluation

Application

Technical assistance has been helpful in  
staff development

Provided ideas and techniques in various  
component (speciality) areas



# Chapter V

## A LONGITUDINAL VIEW OF ESEA, TITLE I ACCOMPLISHMENTS

### Program Development

ESEA, Title I stated in fiscal year 1967-68 with a budget of \$884,339. The project method, in which the individual schools developed plans to meet the needs of students in their facilities and submitted applications for funds related to the methods that they had developed, was used during the first fiscal year. As a consequence of this approach, a variety of programs were pioneered during the first project years. Table 14 displays a time line of program development from 1967 to 1977 with the number of programs or activities which were carried out during each fiscal year. These activities are divided into basic components, special programs, and supportive services areas with the total number of programs/activities for each fiscal year. The activities range from a total of 34 in the 1967-68 fiscal year to a high of 75 in 1972-73. Reading as a basic component has been carried on throughout the ten-year period. Five reading programs were in operation in 1967; there are presently reading components in each of the ten schools in which there are Title I programs. Separate language components did not begin until 1972-73 when the IMTS system was incorporated into the Title I programs. Math programs began in the third year of Title I in Youth Authority and are now existing in all programs. Multicultural/intergroup relations began in the 1970-71 fiscal year and has

TABLE 14

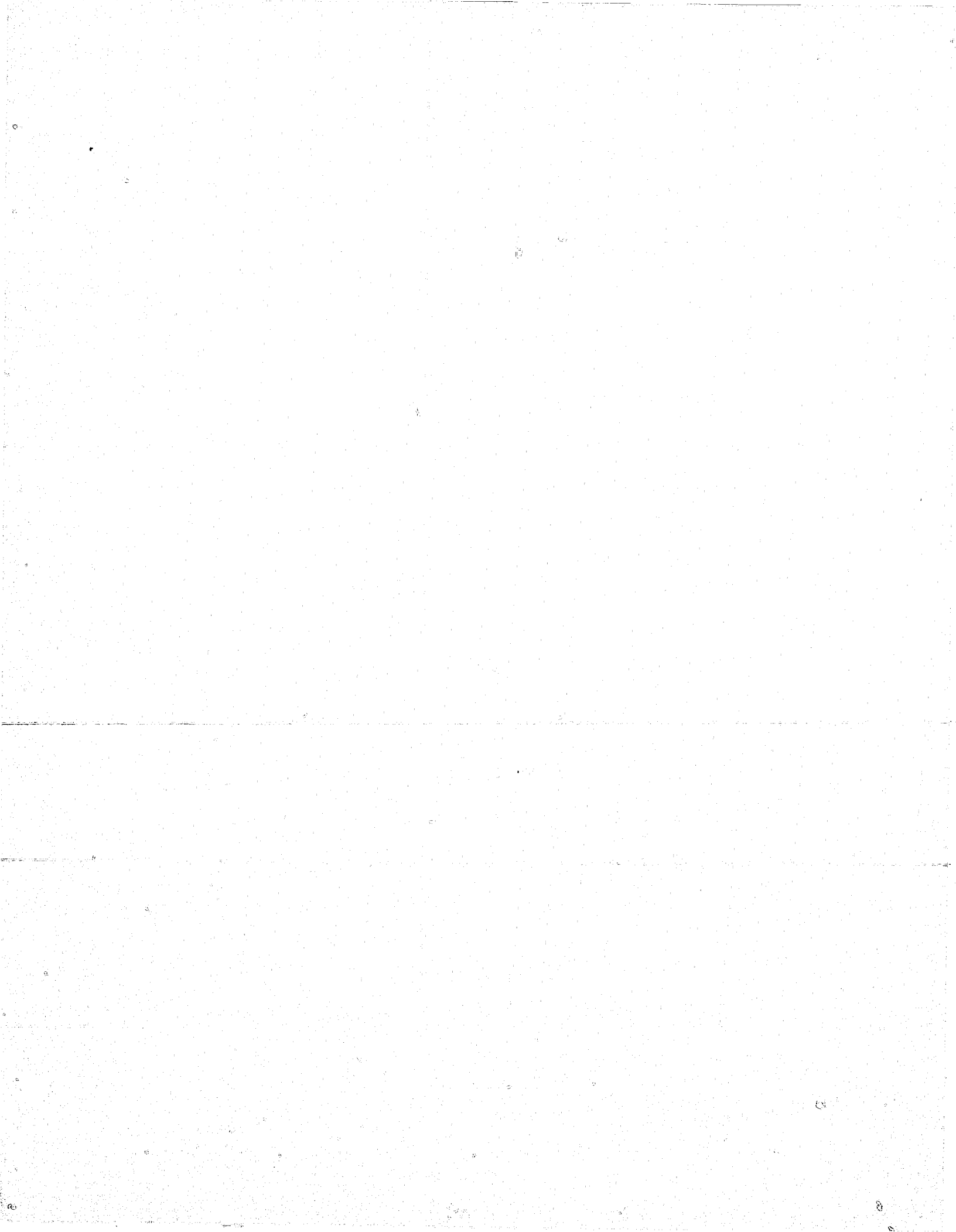
Time Line of Program Development, ESEA, Title I  
Fiscal Years 1967-1977

PROGRAMS - ACTIVITIES	NUMBER OF PROGRAMS BY FISCAL YEAR									
	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77
<b>Basic Components</b>										
Basic Academic Skills										
Reading	5	7	7	8	10	12	11	10	10	10
Math	-	-	5	5	10	12	11	10	10	10
Language	-	-	-	-	-	4	4	4	5	6
Multicultural/Intergroup Relations	-	-	-	8	11	12	12	10	10	10
Vocational - Career Awareness	1	3	1	2	2	5	5	2	2	3
Staff Development - Training (Number of Sites)	3	10	10	14	11	12	10	10	10	10
<b>Special Programs</b>										
Programs to improve attitudes toward academic performance, e.g., behavior modification	5	4	1	2	1	5	4	3	-	-
Camp Programs	-	-	-	-	3	3	5	-	-	-
Teaching aide (older wards) - Special training program*	5	5	5	5	4	1	1	1	1	1
Community Treatment Education Projects	-	-	4	5	1	-	-	-	-	-
Cultural Enrichment and Recreation	4	5	-	-	-	-	-	-	-	-
Differential Education Project	-	-	1	1	1	-	-	-	-	-
Individualized Manpower Training System**	-	-	-	-	-	(4)	(5)	(6)	(5)	(2)
Santa Clara County Reentry Project	-	-	1	1	1	-	-	-	-	-
<b>Supportive Services</b>										
Multimedia Services	-	-	-	-	1	2	1	-	-	-
Typing	1	1	1	1	1	-	-	1	1	-
Adaptive Physical Education	1	1	1	1	1	-	-	-	-	-
Living Unit Study Clinics	1	-	-	-	-	-	-	-	2	-
Student Field Trips	2	-	-	-	-	-	-	-	-	-
School Psychologists	-	2	2	3	3	3	3	4	5	6
Library Services	3	3	3	3	2	4	4	-	-	-
<b>Total Number of Programs (Components)</b>	<b>34</b>	<b>45</b>	<b>42</b>	<b>59</b>	<b>63</b>	<b>75</b>	<b>71</b>	<b>55</b>	<b>54</b>	<b>56</b>

\* Does not include use of ward aides in classroom

\*\* Not counted in total; counted in specific program areas





continued on to the present. There has always been an interest in vocational and career awareness programs. Staff development and training has been in existence since the beginning of the Title I projects.

As indicated on page 59, the program approach to development was used throughout the Title I ten-year experience. Programs were developed to improve attitudes toward academic performance such as behavior modification and other systems approaches. With the exception of the teaching aide program at O. H. Close School and the Individualized Manpower Training System in two institutions, none of these special programs are in existence. Even the IMTS programs have been modified to such an extent that they bear little resemblance to the system originated in 1972-73.

Supportive services (multi-media services, typing, adaptive physical education, living unit study clinics, student field trips, and library services) were used throughout much of the ten-year period at various phases and with varying consistency. The school psychological services began in 1968-69 with two school psychologists funded by ESEA, Title I. The number of these positions increased to six during the 1976-77 fiscal year. The school psychologist positions at the present time, however, are 50 percent funded by ESEA and 50 percent funded by state funds. The two reception center-clinics and two institutional schools do not have ESEA supported school psychological services at this date.

FIGURE 3

NUMBER OF ESEA, TITLE I PARTICIPANTS SERVED  
Fiscal Years 1967-77

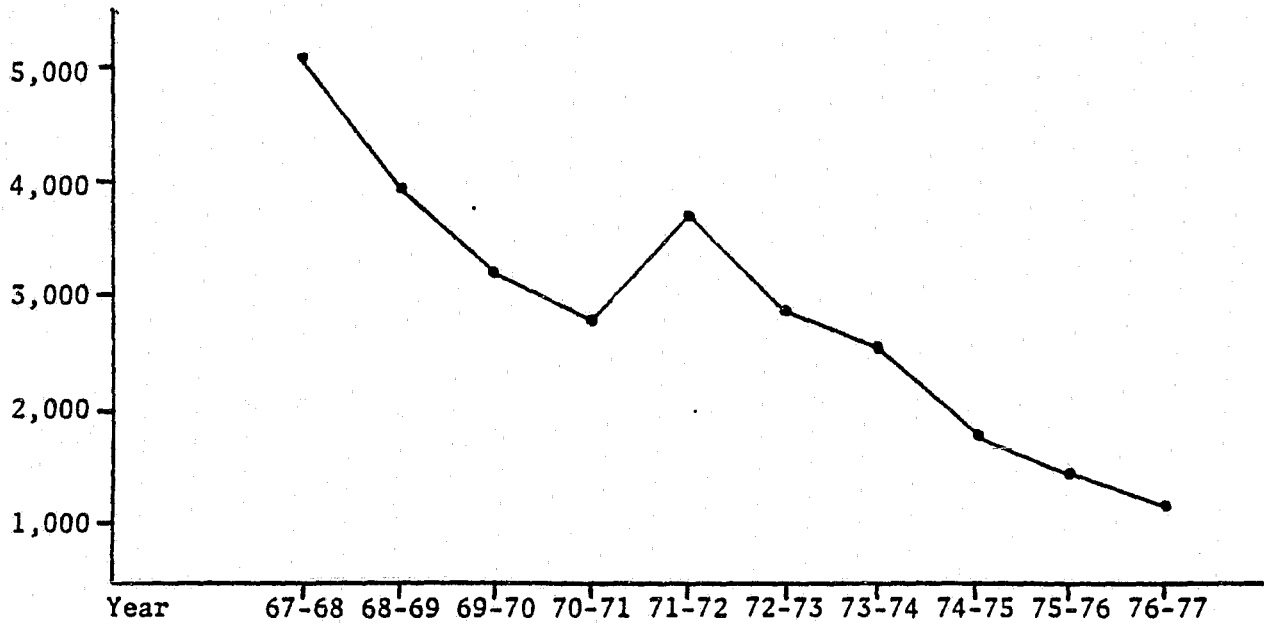
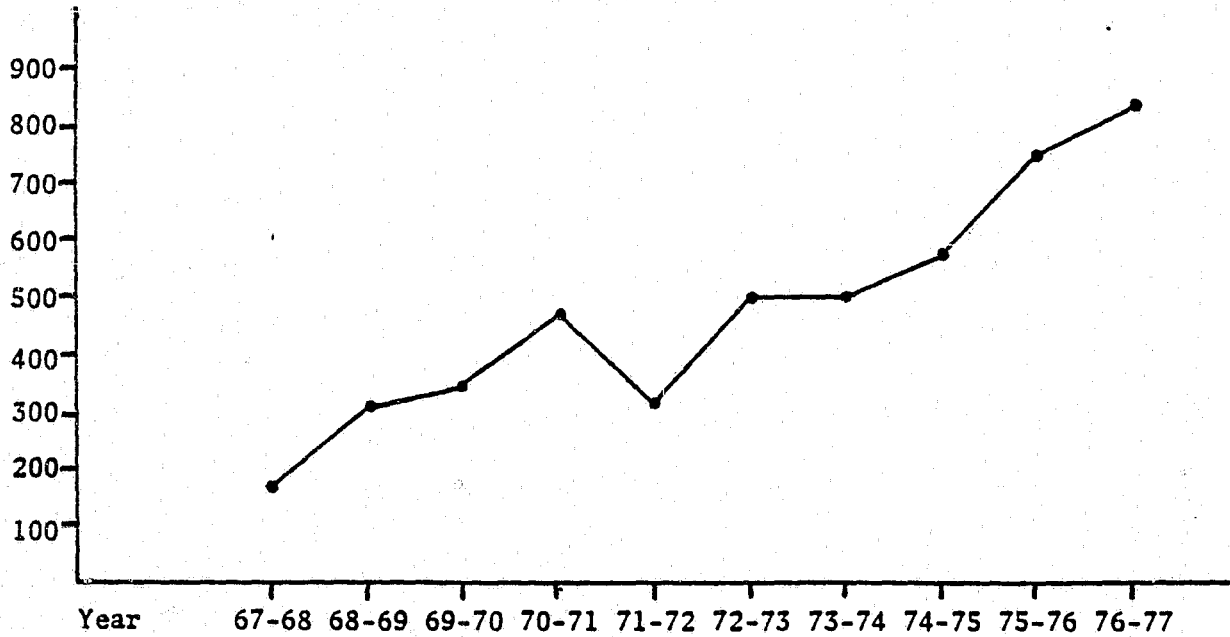


FIGURE 4

COST PER ESEA, TITLE I PARTICIPANT  
Fiscal Years 1967-77



Program development during the ten-year period is reflected in a wide variety of programs. The total number of programs ranges from 34 to 75. This variety of programs is partially explained by gradual development of Title I and the gradual increase of the ESEA, Title I budget for Youth Authority. It also relates to the declining population in Youth Authority, the closure of institutions, the elimination of camp and community programs, and the reduction of numbers of eligibles served. Figure 3 shows the number of participants served from 1967 to 1977. In the original application year (1967-68), almost all of the students who were in school programs were considered participants in Title I. This number had declined throughout the years with increased consideration for those students who have the greatest needs. Because of emphasis on students who have the greatest needs, the average cost per participant has risen, as illustrated in Figure 4, ranging from a cost per participant of \$171 in 1967-68 to a high of \$826 per participant in 1976-77. The inflationary factor has also had a bearing on the increased per-participant cost.

#### Program Administration

During the early phases of the development of Compensatory Education in the Youth Authority, program development occurred as a result of the joint efforts of the education program supervisor, the consultant from the State Department of Education, the Compensatory Education Program Supervisor (Youth Authority), and

the project directors in each of the Youth Authority schools in which services were given. During fiscal year 1969-70, the Department of Education withdrew much of the consultant services that it had previously provided. In order to fill the gaps that were left and provide other needed services, the Department of Youth Authority established two regional supervisors of Compensatory Education during the fiscal year 1970-71. The program development was then the joint responsibility of the education program supervisor, the Supervisor of Compensatory Education Program (Youth Authority), the two regional supervisors of Compensatory Education, and the local school administrators.

In 1975, the regional offices were disbanded and the administrative and management services were centralized with the regional supervisors positions being relocated into central office. This was also true of the multicultural specialists and the research and evaluation position. This centralization took place as a result of a request of the Institutions and Camps Branch.

#### Gains and Successes Over a Ten-Year Period

During the early years of ESEA, Title I, the research design for assessing the program was based on an experimental and control design. In later years of the project with the emphasis on serving the neediest of the needy (and not excluding any of these needy students), an experimental design became inappropriate. In the early years, also, there were various kinds of norm-referenced tests used. When the testing became standardized for

TABLE 15

Comparison of TABE Achievement Data Averages for  
Reading Comprehension  
from 1974-75 to 1976-77

<u>Averages</u>	<u>1974-75</u> N = 381	<u>1975-76</u> N = 1,066	<u>1976-77</u> N = 1,217
Pretest Grade Level	5.8	5.5	5.4
Total Grade Level Gain	.82	1.2	1.0
Grade Level Gain per Month	.14	.20	.21
Months in Program	7.4	7.7	6.8
Age	17.4	16.8	17.0

all schools, the tests used were the California Test of Basic Skills for math and the Gates-MacGinitie Reading Survey for the reading programs. With the advent of the IMTS system in 1972, some schools changed over to the Test of Adult Basic Education (TABE). Others maintained the CTBS and the Gates-MacGinitie as the norm-referenced tests. All but one of the institutions have switched over to the TABE at this time. As a result of the variety of tests that were used, the data from years prior to 1972-75 are not appropriate for comparison.

Tables 15, 16, and 17 present the achievement test data for the last three fiscal years (TABE data only). Reading comprehension data are available for only 381 students in 1974-75, for example, because not many of the schools had transferred over to the TABE

TABLE 16

Comparison of TABE Achievement Data Averages for  
Math Fundamentals  
from 1974-75 to 1976-77

<u>Averages</u>	<u>1974-75</u> N = 347	<u>1975-76</u> N = 1,016	<u>1976-77</u> N = 1,327
Pretest Grade Level	6.0	5.6	5.5
Total Grade Level Gain	1.1	1.2	1.1
Grade Level Gain per Month	.23	.22	.22
Months in Program	7.3	7.8	6.5
Age	17.4	17.1	17.2

test.<sup>6</sup> In Table 17, the small "N" throughout the three-year period is related to the number of language programs in existence. Over the three-year period, the pretest levels in reading comprehension have declined, the total gain has increased slightly, and a larger gain per month has occurred (Table 15). The time in the Title I program has been reduced somewhat with the 1976-77 data indicating almost a month less time in program than in the prior year. Mean age of students has varied slightly with students averaging around 17 years of age. Table 16, indicating gains in math fundamentals, shows that the gains per month have

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<sup>6</sup>The larger number of students in the 1976-77 column is a reflection of more widespread use of the TABE rather than an increase of students served.

TABLE 17

Comparison of TABE Achievement Data Averages for  
English Mechanics  
from 1974-75 to 1976-77

<u>Averages</u>	<u>1974-75</u> N = 292	<u>1975-76</u> N = 362	<u>1976-77</u> N = 515
Pretest Grade Level	6.2	6.3	6.2
Total Grade Level Gain	1.2	1.0	.77
Grade Level Gain per Month	.21	.14	.15
Months in Program	8.0	8.2	6.5
Age	17.4	17.9	17.6

been very constant with the time in program ranging from 6.5 months in 1976-77 to a high of 7.8 months in program in 1975-76. The mean age of participants has remained constant. Pretest levels have gone down a little as is also true in the reading pretest scores.<sup>7</sup> Table 17 shows that the pretest scores of students participating in the language development component has remained consistent. The language programs are directed to the students who are normally above the fifth grade level in reading with concentration on grammar rather than on the more remedial reading activities. The gain per month has gone down somewhat

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<sup>7</sup>The lower pretest scores reflect emphasis on more "needy" students and inflationary impact.



since the 1974-75 fiscal year as has the average months in program of the participants. The gains are still very acceptable for this component.

Students have gained in all three components at the rate of one-and-a-half and two grade levels per year in the program over the last three fiscal years. Considering the expected grade level gain per month in regular school programs of one month per month the prior educational gains of the students in these remedial programs (these students have actually made about half of the normal gain in their school experience before coming to Youth Authority), the gains are excellent.

#### Factors Related to Gains in Achievement

Throughout the decade of involvement of Title I, ESEA in Youth Authority, the research and evaluation staff have studied achievement gain scores to determine what factors are related to grade level gains. Ward characteristics such as pretest scores on achievement tests and ethnicity as well as length of time in program have been related to gain scores. Lower pretesters and students who spent one to six months in the program have been found to make higher gains than other students in the remedial programs.<sup>8</sup>

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<sup>8</sup> See T. M. Woodrung and G. S. Ferdun, A Preliminary Study of Reading Achievement in the Youth Authority, Education Series Report, No. 4 (1971) and G. S. Ferdun, Facts and Artifacts, Education Series Report, No. 10 (1972), California Youth Authority.

The interest in the impact of program on students with differing learning styles and cultural orientations led to an analysis of achievement gains by ethnic group. Controlling for differences in pretest scores, length of time in program shows as the only significantly differentiating factor in the four subtests in reading and math. The average length of stay in institution programs differs by ethnic group in Youth Authority as follows: White students, 10.9 months; Spanish Surname/Spanish Speaking, students, 12.3 months; Black students, 13.0 months; "Other" students, 11.0; total, 12.0 months.

The time for which students needing remedial assistance are assigned to ESEA, Title I programs is based on their availability for instruction. The longer their commitment to Youth Authority, therefore, the longer their length of stay in the program components. The data does not suggest that students who have longer program exposure should be denied remedial instruction. It does point out that average gain per month is lower for those students who spend a longer period of time in the program.

There are a wide range of other variables which are related to student achievement. Staff-student ratios, use of aides and tutors, staff attitudes and training, program management, classroom contexts, teaching styles of teachers, and the inter-ethnic/ intergroup experiences in the classrooms are undoubtedly factors in the amount of student learning that takes place. Program content and methodology, such as sequencing of specific skills,

should be studied to determine which types of curriculum and approaches are most appropriate for remedial students. The complexity of the influences impacting upon students make the effects of these variables somewhat difficult to measure in the remedial program. Nonetheless, efforts should be made to show relationships in these areas.

### Measurement of Attitude Change

The performance of ESEA, Title I program in Youth Authority is not limited to gain scores of students on standardized achievement tests. Efforts have been made, therefore, to develop questionnaires and surveys which assess the students' needs and performance in psychological, social, and cultural areas.

One of the evaluation techniques which has been used for several years is the Semantic Differential. The history of this technique in our ESEA projects serves to demonstrate the development of appropriate measurement techniques for our remedial population and the uses that can be made of these evaluation tools.

The Semantic Differential technique (developed by Osgood, Suci, and Tannenbaum, 1957) utilizes a combination of controlled association and scaling procedures.<sup>9</sup> The subject is provided with a concept, e.g., "Me as I Am." The task is to indicate for a number of sets of terms, such as:

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<sup>9</sup>Charles E. Osgood, et. al., The Measurement of Meaning. Chicago: University of Illinois Press, 1967.

Good.....Bad  
Valuable.....Worthless  
Handsome.....Ugly

the direction and intensity of feeling about a concept on a seven-point scale. This instrument, given on a pre-post evaluation basis, indicates change in the feelings a person has about a particular concept.

In 1975, this technique was used to collect needs assessment data for the multicultural/intergroup component required by the State Department of Education for ESEA, Title I projects in California to enhance ethnic identity and cross-cultural understanding.

The data indicated that all ethnic groups, on the average, were proud of their own ethnicity but were negatively oriented toward other ethnic groups. During the 1975-76 fiscal year, some of the schools used the instrument on a pre-post basis to assess student progress in their multicultural education programs.

Although the Semantic Differential proved to be a helpful technique, the remedial students have difficulties with the global, abstract stimuli and also with interpretation of the bi-polar items. In order to design a more valid instrument for our students, more specific and tangible stimuli and response modes (using more concrete components of culture) were developed. We "christened" this instrument MEAQ (Multi-Ethnic Awareness Questionnaire) and used it on a pre-post basis in 1976-77.<sup>10</sup>

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<sup>10</sup> See pages 46 to 49 of this report.

Three Multi-Ethnic/Intergroup Maturity Levels have been designated through the scoring and interpretation of student responses. These are called "MIM Levels" -- MIM Level I (the least desirable) describes the highly prejudiced student; MIM Level II, the somewhat prejudiced student; and MIM Level III, the unprejudiced or slightly prejudiced student. For self-ethnic responses, Ethnic Pride Levels (EPL) pertain to overly positive, balanced/mature, and overly negative perceptions.

With the MIM Level and EP Level information, the following uses can be made of the Multi-Ethnic Awareness Questionnaire in the future:

1. Needs assessment (individual and group) to alert staff to the student profile and changing needs of the students, areas for staff development, and technical assistance requirements.
2. Curriculum development and lesson sequencing for students at various Multi-Ethnic/Intergroup levels.
3. Diagnosis of individual student needs and interim evaluation of student progress.
4. Classroom management -- a tool to assist in identifying classroom interaction problems.
5. Measurement of affective gains -- growth in Multi-Ethnic/Intergroup maturity and in appropriate ethnic pride.

6. Objective basis to establish and/or improve the multi-cultural/intergroup program.



# Chapter VI

## CONCLUSION AND RECOMMENDATIONS

The annual documentation describing the Compensatory Education Program and evaluation provides an opportunity to update accomplishments and operational variables which contribute to the quality of ESEA, Title I projects in Youth Authority. This process serves not only to document the status of Compensatory Education in Youth Authority, but also provides information to program managers, teaching personnel, and the general public for their assessment of the impact of the remedial activities provided by Public Law 89-750.

The educational components of ESEA, Title I are carried out in the Youth Authority institutions within the framework of the treatment modality and the organization of the school program in each institution resulting in diversity of approaches. Therefore, the following recommendations for project improvement for the purposes of this report are stated in general terms.

1. The schools should continue to review their system of delivery of supplementary services to the eligible population in the institutions to assure that the neediest students are receiving the intensive services intended by the Compensatory Education Program.



2. Diagnostic services should be clearly identified in order that these services can be more adequately evaluated. Continued improvement of the evaluation process should emphasize:

a) More widespread use of criterion-referenced measures in reading, math, language, and multicultural components; and, a systematized method for collecting and analyzing the data collected by these measures.

b) Development of local and departmental norms for instruments used to measure personal and social perceptions of students.

c) Measurement of the impact of the contexts (physical, psychological, social) in which teaching/learning processes occur.

3. The setting of appropriate, realistic goals and objectives should be recognized as a valuable tool to help ensure successes in the program. The statement of intent of the process used to meet project goals, the expected outcomes in measurable terms, and the time frames for their accomplishment provide the basis for communication among federal, state, departmental, and local management personnel and the teaching staff immediately involved with students. The teaching staff should be provided the opportunity to recommend

and assist in setting priorities for objectives to be addressed by the instructional program.

4. The careful, conscientious collection of pre and post information is essential in order to draw valid conclusions on the performance of students. This is a sensitive area because the data collection process depends on the cooperation and industry of persons who are not a part of the evaluation staff and upon the cooperation of the students with whom they work.

The local staff are to be commended for their cooperation in this critical area; without their assistance, the evaluation of the projects with their many components would have been severely hampered.



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# Appendices





# Appendix A

TUESDAY, APRIL 12, 1977

PART II



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## DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

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### GRANTS TO STATE AGENCIES FOR PROGRAMS TO MEET THE SPECIAL EDUCATIONAL NEEDS OF CHILDREN IN INSTITUTIONS FOR NEGLECTED OR DELINQUENT CHILDREN

Interim Regulations

## Title 45—Public Welfare

## CHAPTER I—OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

## PART 116c—GRANTS TO STATE AGENCIES FOR PROGRAMS TO MEET THE SPECIAL EDUCATIONAL NEEDS OF CHILDREN IN INSTITUTIONS FOR NEGLECTED OR DELINQUENT CHILDREN

## Interim Regulations

In accordance with section 503 of the Education Amendments of 1972 (Pub. L. 92-318) and pursuant to the authority contained in section 123 of Title I of the Elementary and Secondary Education Act (20 U.S.C. 241c-3) as amended by Pub. L. 93-380, the Commissioner of Education, with the approval of the Secretary of Health, Education, and Welfare on October 22, 1973, published a Notice of Proposed Rulemaking that would amend Title 45 of the Code of Federal Regulations by adding a new Part 116c. Section 123 of Title I continues the program enacted in Pub. L. 89-750 which provides for grants to State agencies directly responsible for the free public education of children in institutions for neglected or delinquent children.

Comments made in response to the notice of proposed rulemaking were received in writing, at a meeting of representatives of applicant State agencies and of the administering State educational agencies held December 1, 1973, and at a public hearing held December 4, 1973. As a result of these comments, the following interim regulations are being published to implement programs authorized by 20 U.S.C. 241c-3, and they will become effective in accordance with section 431(d) of the General Education Provisions Act (20 U.S.C. 1232(d)) as amended by section 405 of Pub. L. 94-482. (See paragraph 8 of this preamble.) Further public comment is invited, and interested parties should direct their written suggestions, objections, or other statements of view to the U.S. Office of Education, 400 Maryland Avenue, SW., Washington, D.C. 20202. Attention: Chairman, Office of Education Task Force on Section 503. Comments should be submitted no later than May 27, 1977. Comments and suggestions submitted in writing will be available for review in the above office between the hours of 8:30 a.m. and 4:00 p.m. Monday through Friday of each week. The program officer who may be contacted about these interim regulations is Mr. Pat C. Mancini, telephone 202/245-2632.

**1. Reorganization of Part 116.** The regulations for programs authorized by Title I of the Elementary and Secondary Education Act have been reorganized into five parts. Part 116 now contains provisions applicable to all Title I programs, while the remaining four Parts deal individually with one of the categories of applicant agencies created by the statute (Local educational agencies; Part 116a; State agencies for Handicapped Children, Part 116b; State agencies for neglected or delinquent children,

Part 116c; and State educational agencies in their capacity of grantee for programs for migratory children, Part 116d). Parts 116 and 116a were published as final regulations on September 28, 1976 in 41 FR 42304. Therefore, Part 116, Part 116c, and the applicable provisions of the Office of Education General Provisions Regulations published in the FEDERAL REGISTER in 38 FR 30654 (November 6, 1973), 45 CFR 100.100b, and 100c constitute all the regulations governing Title I programs conducted by State agencies for children in institutions for neglected or delinquent children.

At present there are no guidelines related to Part 116c. If guidelines are issued in the future, they will be published in the FEDERAL REGISTER and will merely offer suggestions or recommendations for meeting certain mandatory requirements set forth in the regulations.

**2. Section 503 procedures and effect.** Section 503 of the Education Amendments of 1972 requires the Commissioner to study all rules, regulations, guidelines, or other published interpretations or orders issued by him or by the Secretary after June 30, 1965, in connection with, or affecting, the administration of Office of Education programs; to report to the Committee on Labor and Public Welfare of the Senate and the Committee on Education and Labor of the House of Representatives concerning such study; and to publish in the FEDERAL REGISTER such rules, regulations, guidelines, interpretations, and orders with an opportunity for public hearing on the matters so published. These regulations reflect the results of this study as it pertains to programs authorized by section 123 of Title I of the Elementary and Secondary Education Act, as amended.

**3. Citations of legal authority.** As required by section 431(a) of the General Education Provisions Act (20 U.S.C. 1232(a)) as amended by section 405 of Pub. L. 94-482 and section 303 of the Education Amendments of 1972, a citation of statutory or other legal authority for each section of the regulations has been placed in parentheses on the line following the text of the section.

**4. Summary of comments and responses.** The following is a summary of comments received in response to the Notice of Proposed Rulemaking. Each comment is followed by a response which indicates either a change in the interim regulation or the reason why no change was considered necessary. Specific comments are arranged in the order of the sections of the interim regulation to which they pertain.

**Section 116c.1 Applicability.**

**Comment.** One commenter suggested that the reference to neglected or delinquent children be changed to neglected or delinquent "persons."

**Response.** No change was made in this section because section 123 of the Act is specifically limited to "children in institutions for neglected or delinquent children". For clarification, § 116c.2 defines a child as a person under 21 years of age.

**Section 116c.2 Definitions.**

**1. Comment.** One commenter suggested that the definition of "adult correctional institution" be modified by substituting "any setting" for "residential institution."

**Response.** The definition has been modified so as not to characterize the nature of the facility in which the children are confined. Section 116c.5 provides that to be counted in average daily attendance a child must be, among other things, in the custody of the public agency that assigned him or her to an institution.

**2. Comment.** One commenter requested that definitions be added for "special educational needs," and "needs assessment."

**Response.** Section 116c.12 has been expanded to include the minimal requirements of a needs assessment and now provides guidance for the identification of special educational needs. Therefore, this suggestion was not adopted.

**Section 116c.5 Determination of average daily attendance.**

Section 116c.2 of the Notice of Proposed Rulemaking provided the following definition:

"Average daily attendance," in the case of children in institutions for neglected or delinquent children or in adult correctional institutions, means the average number of such children under 21 years of age (for whom the applicant State agency is directly responsible under State law for providing free public education) who participated on a daily basis in schools operated or supported by that agency, (including schools providing education for these children under contract or other arrangement with the agency), during the latest completed school year in an organized program of instruction:

"(i) Supported by State funds; and  
"(ii) Recognized under State law as furnishing elementary and secondary education, but not beyond grade 12."

**1. Comment.** One commenter recommended that average daily attendance be computed in the same manner as for Pub. L. 89-313 (now section 121 of Title I providing for State operated programs for handicapped children).

**Response.** Section 123(b) of the Act provides for the distribution of Title I funds in part on the basis of "the number of children in average daily attendance as determined by the Commissioner, at schools for such children operated or supported by that (State) agency." The supplemental nature of Title I requires that children counted and served be actually receiving educational services on a regular basis. Section 116c.5 is intended to satisfy these requirements, with special attention to the unique aspects of institutions for neglected or delinquent children and adult correctional institutions. Both the prior provision for the computation of average daily attendance in State operated or State supported schools for handicapped children (§ 116.1(c)(2), 32 FR

2742, February 9, 1967) and § 116c.5 measure a child's daily attendance by the number of hours he or she participates per day. However, the special requirements of these institutions preclude a requirement of daily participation in the non-federally funded educational program.

2. *Comment.* A number of comments were received concerning the basis on which children must participate in non-federally funded educational programs to be counted in average daily attendance. Specific comments were made that children should be counted if they participate:

(a) On less than a daily basis (particularly those in adult correctional institutions);

(b) On a basis commensurate with their abilities; or

(c) For less than a full day.

*Response.* We agree that daily participation in a basic educational program is not always feasible, and § 116c.5 does not require it. Moreover, it specifically provides for the counting of children who participate for less than a full day. The supplementary nature of Title I, however, requires that the children counted for funds and eligible to be served under section 123 be regular participants in a continuing educational program in basic school subjects. The Office of Education, having reviewed the comments it received, is of the opinion that 5 hours of participation per week is the minimum which will satisfy that requirement.

3. *Comment.* A number of commenters noted the difficulty of identifying eligible education programs under the definition of average daily attendance contained in the Notice of Proposed Rulemaking. Commenters noted the lack of formal State criteria for the provision of elementary and secondary education or free public education to children in institutions. One commenter suggested that children in rehabilitation programs be considered in average daily attendance.

*Response.* In pointing out that no uniform view exists among the States as to what constitutes a free public education appropriate for children in institutions for neglected or delinquent children, the commenters have raised a difficult problem. In the absence of a workable consensus, these interim regulations attempt to define the minimal requirements of a free public education for the purposes of section 123 in terms of the type of instruction, namely "classroom instruction in basic school subjects such as reading, mathematics and vocationally oriented subjects." (§ 116c.5(d).)

4. *Comment.* A number of commenters were concerned about the lack of Title I programs for children in State institutions who are not in educational programs supported by other than Federal funds.

*Response.* No change was made in the regulation. Section 123 provides for grants to State agencies "directly responsible for providing free public edu-

cation for children" in institutions. The amount of these grants is determined in part by the children's "average daily attendance" in non-federally funded educational programs. The supplementary nature of Title I requires that only those children for whom a free public education is being provided be eligible to receive services provided by Section 123.

*Section 116c.12 Information required in applications.*

1. *Comment.* One commenter observed that requiring the State agency's application to indicate the approximate ages of the youngest and oldest children in the institutions at which Title I funded services are to be provided served no useful purpose.

*Response.* Accordingly, this requirement has been eliminated.

2. *Comment.* One commenter suggested that the applicant agency provide a statement of function based on its "philosophy and functional intent" rather than provide specific information for each institution.

*Response.* The information required concerning existing non-federally funded educational programs and the children they serve is set forth in § 116c.12(a). The State educational agency must have this information for it to meaningfully evaluate the State agency's application and make the various determinations required by § 116c.13. Because a philosophical statement probably would not provide enough detailed information about the educational programs already provided in each institution, the suggestion was not adopted.

3. *Comment.* One commenter suggested that needs assessment be considered only a general requirement and that the State educational agency establish the specific nature of that assessment.

*Response.* Title I is a supplemental program for children with special educational needs. The only way to identify those needs is through an adequate needs assessment, the minimal requirements of which are set forth in § 116c.12(b). However, as suggested, the precise nature of that assessment is left to the State to determine.

4. *Comment.* One commenter recommended that standardized test scores showing underachievement be considered sufficient to document a child's need for supplementary instruction, while two other commenters suggested that the second sentence of § 116c.12(c) in the Notice of Proposed Rulemaking which reads: "This needs assessment shall be based on the best available data concerning the needs of the children particularly as indicated by objective measures of educational deficiency . . ." be modified by substituting the word "including" for the phrase "particularly as indicated by."

*Response.* Section 116c.12(b) requires State agencies to employ "objective measures of educational achievement" in making a needs assessment, while at the same time making clear that factors other than standardized test scores are

to be considered in the design of supplementary educational programs and in the selection of individual children to receive services tailored to their particular needs. The purpose of the needs assessment is to determine the special educational needs to be met and the identity of those children that possess them. Standardized test scores alone are inadequate for these purposes.

5. *Comment.* One commenter suggested that the State educational agency be given program responsibility under Title I for those children who have left the institution and are residing in community treatment facilities.

*Response.* This suggestion was not adopted. The grants authorized by section 123 of Title I are to be "used only for children in . . . institutions." (emphasis added). Children who are no longer in the custody of the public agency which assigned them to an institution are therefore not eligible to be counted or served under this section.

6. *Comment.* One commenter recommended that § 116c.12(g) of the Notice of Proposed Rulemaking be revised to include remodeling.

*Response.* The specific recommendation was not adopted. However, § 116c.12(c)(6) of the interim regulations now refers to 45 CFR 116.32 which provides that Title I funds may be used to remodel school facilities if "essential" to the success of a project.

*Section 116c.13 Criteria for approval of applications.*

1. *Comment.* Some commenters suggested that, although they endorsed the emphasis on basic skills, there should be limited flexibility to permit inclusion of related subjects such as social studies, vocational subjects, cultural enrichment, field trips, and socialization activities. Another commenter recommended that activities like these be permitted if the applicant agency demonstrates substantial effort to upgrade basic skills using non-Federal funds.

*Response.* While § 116c.13(b) does require that Title I funded projects be designed to meet the special educational needs identified in § 116c.12(b) and supplement the non-federally funded educational program, it also affords the State agencies some latitude in formulating the precise nature of the supplementary educational services to be provided. The State agency must, however, define and justify the Title I services it proposes to provide in terms of the educational needs of those children who are eligible to be counted in average daily attendance. Whether Title I funds should be used to provide services that supplement closely related services already provided out of non-Federal funds, or to provide substantially different services, will depend on the educational needs of the children and the nature of the services already provided.

5. *Other significant changes from the notice of proposed rulemaking.*

(a) The definition of average daily attendance contained in § 116c.2 of the

proposed rule has been redrafted and placed in § 116c.5 in order to facilitate the identification of those children who are eligible to be counted in computing average daily attendance.

(b) In order to provide a clearer statement of the responsibilities of State agencies, § 116c.12 has been redrafted as a new section headed "Information required in applications." Paragraph (a) of this new section requires certain information regarding the non-federally funded education program. Paragraphs (b) and (c) establish the basic requirements for a needs assessment and a project description.

(c) The definition of an "institution for delinquent children" found in § 116c.2 has been rewritten to make it clear that the definition includes institutions that receive children who, while not adjudicated as delinquent, have been charged with a violation of State law and have been found to be in need of supervision.

6. *Effective date.* Pursuant to section 431(d) of the General Education Provisions Act (20 U.S.C. 1232(d)), as amended by section 465 of Pub. L. 94-482, these regulations have been transmitted to the Congress concurrently with their publication in the Federal Register. Section 431(d) provides that regulations subject thereto shall become effective on the forty-fifth day after the date of this transmission, subject to the provisions concerning Congressional action and adjournment. Therefore, except with respect to the determination of the amount a State agency is eligible to receive, these regulations shall govern all aspects of the grant-making process for Fiscal Year 1978, including questions relating to the eligibility of children to receive services supported by these grants. However, the amount available to a State agency shall be calculated on the same basis as that calculation was made for grants for Fiscal Year 1977.

*Note.*—The Office of Education has determined that this document does not contain a major proposal requiring preparation of an Inflation Impact Statement under Executive Order 11821 and OMB Circular A-107.

(Catalog of Federal Domestic Assistance Program Number 13.431, Educationally Deprived Children in State Institutions Serving Neglected or Delinquent Children.)

Dated: February 11, 1977.

WILLIAM F. PIERCE,  
Acting Commissioner  
of Education.

Approved: March 31, 1977.

JOSEPH A. CALIFANO, Jr.,

Secretary of Health,  
Education, and Welfare.

#### Subpart A—General

- Sec.  
116c.1 Applicability.  
116c.2 Definitions.
- Subpart B—Amounts Available for Grants and Payments
- 116c.3 Grants which a State agency is eligible to receive.  
116c.4 Amounts available by grants.  
116c.5 Determination of average daily attendance.

#### Subpart C—Program Requirements

- Sec.  
116c.11 Applications.  
116c.12 Information required in applications.  
116c.13 Criteria for the approval of applications.

AUTHORITY: Sec. 101(a)(2)(E), Pub. L. 93-380, 88 Stat. 494 (20 U.S.C. 241c-3), unless otherwise noted.

#### Subpart A—General

##### § 116c.1 Applicability.

(a) *Scope.* The regulations in this Part govern programs and projects for which funds are provided, pursuant to section 123 of Title I of the Elementary and Secondary Education Act of 1965, as amended, to State agencies directly responsible for providing free public education for children in institutions for neglected or delinquent children or in adult correctional institutions, to meet the special educational needs of these children.

(b) *Other applicable provisions.* Assistance provided under this Part is subject to all provisions contained in Part 116 (general requirements relating to Title I of the Act) and the applicable provisions of Parts 100, 100b and 100c of this Title relating to fiscal, administrative, property management, and other matters.

(c) The text of the Title I statute is contained in full in the Appendix to Part 116 of this chapter. (41 FR 42907, September 28, 1976) (section 501(b)(1)(A) of Pub. L. 94-482 amends section 125 of the Title I statute by striking out "Except as provided in section 843 of the Education Amendments of 1974, no" and inserting in its place "No," while section 501(o) of Pub. L. 94-482 amends section 125 by striking out "State agency" both places it appears and inserting in its place "State.")

(20 U.S.C. 241c-3.)

##### § 116c.2 Definitions.

"Adult correctional institution" means a facility in which persons are confined as a result of a conviction of a criminal offense, including persons under 21 years of age.

"Child" means, for the purpose of this Part, a person under 21 years of age.

"Custody" means custody as defined by State law. However, for the purposes of this Part a child who resides in an institution 24 hours a day is deemed to be in the custody of the public agency that assigned him or her to that institution.

"Institution" means either an institution for neglected children, an institution for delinquent children, or an adult correctional institution.

"Institution for delinquent children" means a facility which is operated for the care of children who are in the custody of a public agency as a result of a finding under State law that they are either (a) delinquent or (b) in need of treatment or supervision after being charged with a violation of State law, and which has an average length of stay of at least 30 days.

"Institution for neglected children" means a facility (other than a foster home) which is operated for the care of children who are in the custody of a public agency as the result of a finding of neglect under State law, and which has an average length of stay of at least 30 days.

"State agency" means an agency of State government which is directly responsible for the free public education of children in institutions for neglected or delinquent children or in adult correctional institutions. (This education may be provided in schools operated or supported by the State agency or in schools under contract or other arrangement with that agency.) The term does not include an agency whose responsibility for these children is limited to the distribution of State financial assistance to other agencies which State law makes directly responsible for the free public education of these children.

(20 U.S.C. 241c-3.)

#### Subpart B—Amounts Available for Grants and Payments

##### § 116c.3 Grants which a State agency is eligible to receive.

(a) From information supplied by a State agency, the Commissioner shall:

(1) Determine the amount that a State agency (other than the State agency for Puerto Rico) is eligible to receive under this Part for any fiscal year in accordance with the provisions of sections 123, 124, and 125 of Title I of the Act and § 116c.5; and

(2) Determine the amount available for a State agency in Puerto Rico in accordance with sections 123 and 125 of Title I of the Act and § 116c.5.

(b) The Commissioner shall inform the State educational agency of each State of the results of these determinations.

(c) For the purpose of computing an allocation under this Part, the Commissioner may not count a child who is counted in average daily attendance under the provisions of Part 116b (State Operated Programs for Handicapped Children) of this chapter.

(20 U.S.C. 241c-3.)

##### § 116c.4 Amounts available for grants.

The State educational agency shall notify each State agency of the amount available to it under § 116c.3 and from that amount shall make funds available to the State agency equal to the cost of programs and projects approved by the State educational agency in accordance with the procedure prescribed by Subpart C of this Part. The amount made available to a State agency under this section shall not exceed the amount the agency is entitled to receive under § 116c.3.

(20 U.S.C. 241c-3, 241g(a).)

##### § 116c.5 Determination of average daily attendance.

(a) To be counted in average daily attendance, a child must be:

(1) In the custody of the public agency that assigned him or her to an institution;

(2) One for whom a State agency is providing a free public education; and

(3) In an organized program of instruction (not beyond grade 12), at least five hours per week.

(b) Average daily attendance is computed for each institution on the basis of daily records for the number of days the organized program of instruction was in session during the most recently completed school year.

(c) For the purpose of computing average daily attendance:

(1) A child is counted as being in a full day of attendance for each day he or she attends the organized program of instruction for three (3) or more hours; and

(2) A child is counted as being in one-half (½) day of attendance for each day he or she attends the organized program of instruction for at least one (1) hour, but less than three (3) hours.

(d) For the purpose of this section, an organized program of instruction means an educational program which consists of classroom instruction in basic school subjects such as reading, mathematics, and vocationally oriented subjects, and which is supported by other than Federal funds. Neither the manufacture of goods within the institution nor activities related to institutional maintenance are considered classroom instruction.

(20 U.S.C. 241c-3.)

**Subpart C—Program Requirements**

**§ 116c.11 Applications.**

A State agency may apply to the State educational agency for a grant or grants of Federal funds under this Part in the amount authorized by §§ 116c.3 and 116c.4 to be used to meet the special educational needs of children eligible to be counted in average daily attendance in accordance with § 116c.5.

(20 U.S.C. 241c-3, 241e(a), 244(6) (B).)

**§ 116c.12 Information required in applications.**

The State agency shall include the following information in each application it makes to the State educational agency as authorized by § 116c.11.

(a) *Institutional information.* With respect to each institution at which Title I funded services are to be provided, the application must include:

(1) The name and location;

(2) The classification (i.e., adult correctional, delinquent, or neglected);

(3) The total population at time of application;

(4) The total number of children at the time of application;

(5) The total number of children eligible to be counted in average daily attendance at the time of application;

(6) A description of the nature and scope of the education program currently being conducted for those children counted in paragraph (a) (5) of this section with funds other than those provided under this Part, including types of instruction, number of children being served and number of staff employed in each major area or component, and source of funding.

(b) *Needs assessment.* With respect to the educational needs of the children to be served, the application must include:

(1) A description of the procedures (including objective measures of educational achievement and special diagnostic tests) used to determine the special educational needs of the children eligible to be served, as well as a description of the additional procedures the State agency intends to employ;

(2) An analysis of the results of those procedures, including the special educational needs identified and the number of eligible children exhibiting those needs; and

(3) A summary evaluation of the effectiveness of similar past projects funded by section 123 of Title I in accomplishing their objectives.

(c) *Project descriptions.* With respect to the proposed project, the application must include:

(1) A statement of the educational objectives of the proposed project and the related performance criteria;

(2) A description of each service to be provided as a means of accomplishing the project's objectives;

(3) The estimated number of children to be served by age and anticipated grade placement;

(4) A description of the type and number of staff to be employed, and of any inservice training (including the type of training, frequency, and number and

type of staff members who will participate in that training);

(5) A budget based on categories of expenditure prescribed by the State educational agency with appropriate detail by service and by institution;

(6) A description of the use of Title I funds for construction or equipment in accordance with 45 CFR 116.32; and

(7) A description of the procedures and instruments by which the effectiveness of the program will be evaluated, in accordance with 45 CFR 116.33(a).

(20 U.S.C. 241c-3, 241e(a), 244(6) (B).)

**§ 116c.13 Criteria for the approval of applications.**

A State educational agency shall approve a project for which an application has been made only if it determines that the project is of sufficient size, scope, and quality to give reasonable promise of substantial progress toward meeting the special educational needs of the children to be served. This determination may be made only upon a finding that:

(a) The application contains the information required by § 116c.12 and demonstrates compliance with all other requirements in this Part and the applicable requirements of Parts 100, 100b, 100c, and 116 of this Title;

(b) The project set forth in the application is designed:

(1) To meet the special educational needs of the children to be served, as identified in accordance with § 116c.12 (b); and

(2) To supplement the existing programs described in accordance with § 116c.12(a) (6).

(c) The evaluation plans comply with 45 CFR 116.43 and are adequate for measuring the attainment of the objectives described in the application in accordance with § 116c.12(c) (1);

(d) No funds other than those authorized by Title I of the Act are available to provide the services proposed in the application; and

(e) The project has not been designed to meet, nor will it have the effect of meeting, the general needs of the institution, a school within the institution, the student body at large, or the needs of a specified grade within that school.

(20 U.S.C. 241c-3, 241e(a), 244(6) (B).)

[FR Doc. 77-10137 Filed 4-11-77; 8:45 am]







# Appendix B

Compensatory Education - EVALUATION PLAN  
YA 7.100 (Nov 11/75)

Component \_\_\_\_\_

School \_\_\_\_\_

197\_ 197\_

Program Objective	Assessment Tools		Population To Be Assessed		Assessment Dates		
	Formative	Summative	All	Sample	Pre	Interim	Post

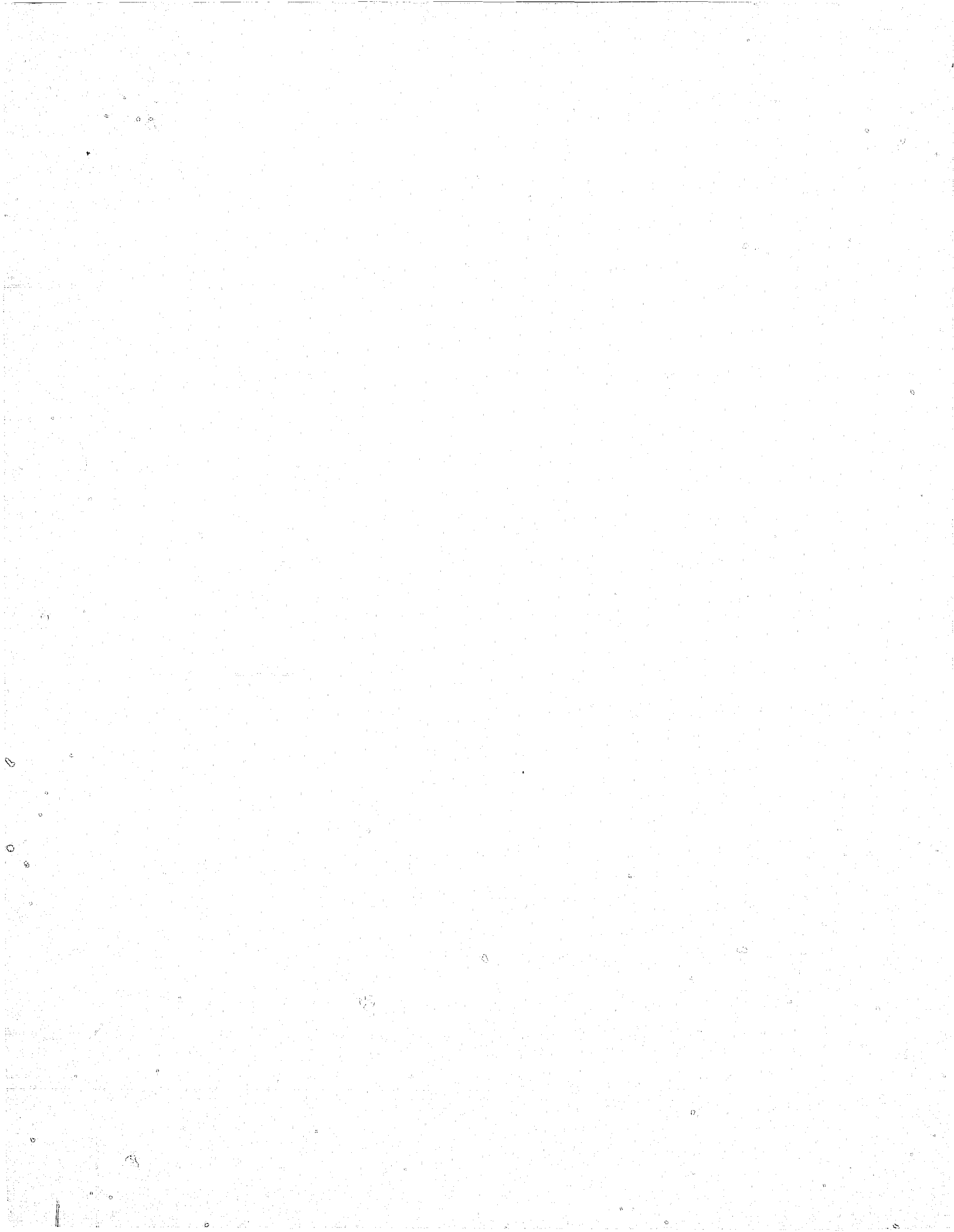
Component \_\_\_\_\_

School \_\_\_\_\_

197\_ 197\_

WHO COLLECTS DATA	DATA COLLECTION PROCEDURES	DATA ANALYSIS PROCEDURES	USE TO BE MADE OF DATA

06

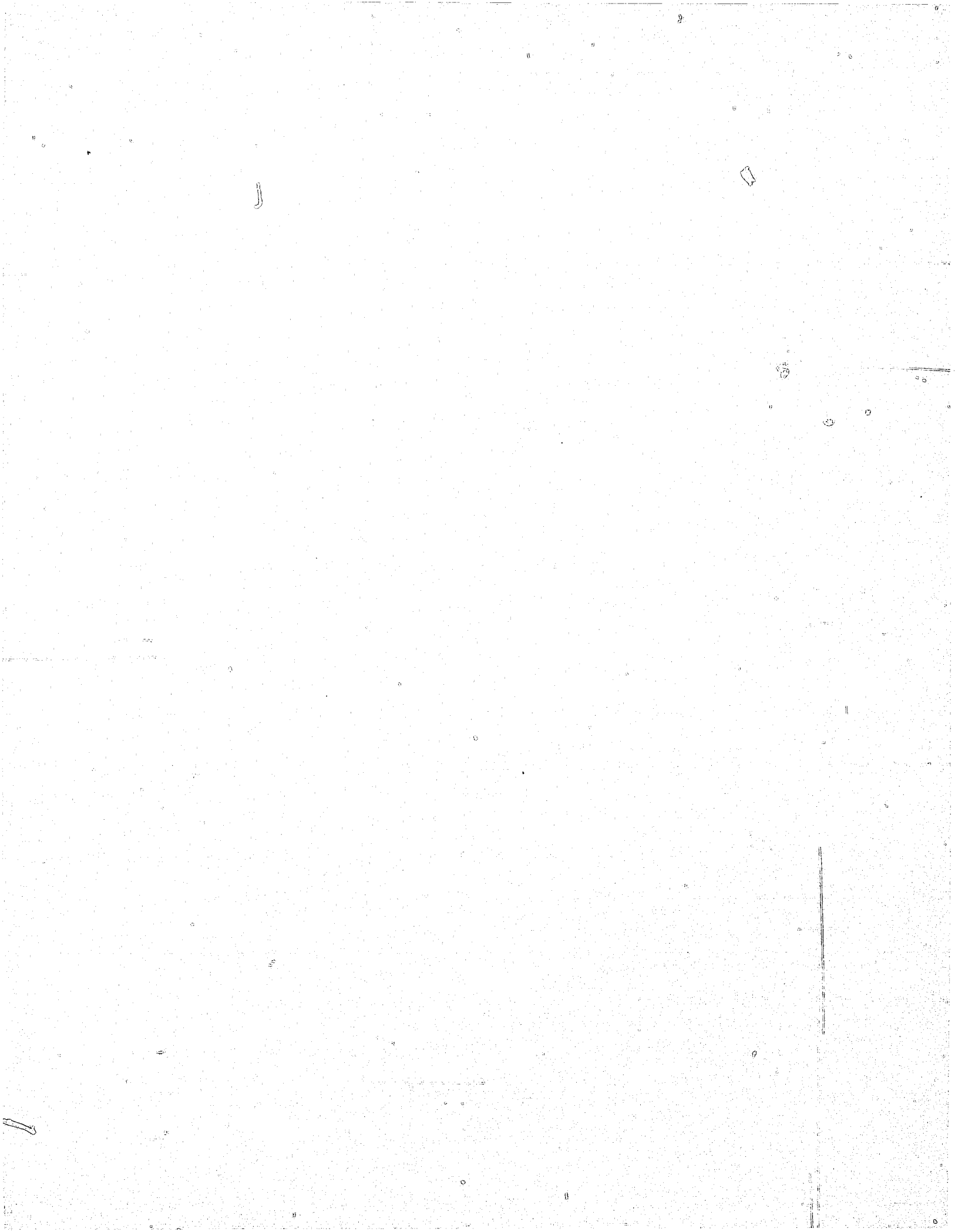


# Appendix C

## MULTI-ETHNIC AWARENESS QUESTIONNAIRE

1. Make good neighbors.
2. Make good judges.
3. Make good teachers.
4. Make good parents.
5. Have good music.
6. Are good on their job.
7. Are good politicians.
8. Are good police officers.
9. Are good to do business with.
10. Make good friends.
11. Make good athletes.
12. Try hard to improve themselves.
13. Are likely to get in trouble with the law.
14. Are fair.
15. Are smart.
16. Are lazy.
17. Are kind.
18. Are clean
19. Are easy to understand when they talk.
20. Know right from wrong.
21. Are careful with their money.
22. Are helpful.
23. Can be trusted.
24. Are brave.
25. Are handsome/beautiful.

26. Cannot solve their problems without help.
27. Feel sorry for themselves.
28. Say something and stick to it.
29. Get along well with other races.
30. Would rather be on welfare than work.
31. Can be counted upon.
32. Are intelligent.
33. Want something for nothing.



**MULTI-ETHNIC AWARENESS QUESTIONNAIRE**

PRE

POST

Name \_\_\_\_\_

Class \_\_\_\_\_

Ethnic Group: White Black Chicano Other

(Circle One)

Sex: Male \_\_\_\_\_  
Female \_\_\_\_\_

School \_\_\_\_\_

Date \_\_\_\_\_

Quest. #	White	Black	Chicano	Asian American	Native American
1	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None
2	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None
3	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None
4	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None
5	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None
6	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None
7	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None
8	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None
9	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None
10	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None
11	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None
12	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None
13	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None
14	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None
15	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None
16	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None
17	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None

Quest. #	White	Black	Chicano	Asian American	Native American
18	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None
19	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None
20	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None
21	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None
22	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None
23	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None
24	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None
25	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None
26	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None
27	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None
28	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None
29	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None
30	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None
31	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None
32	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None
33	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None	All Most Some Few None





MULTI-ETHNIC AWARENESS  
QUESTIONNAIRE

WOMEN

Class \_\_\_\_\_ Name \_\_\_\_\_  
 Ethnic Group \_\_\_\_\_ Sex Male \_\_\_\_\_ Female \_\_\_\_\_  
 School \_\_\_\_\_ Date \_\_\_\_\_

Do not write  
 in this space  
 Code

							(Circle One)	Column
1.	Make good judges.....	All	Most	Some	Few	None	(1)	_____
2.	Make good teachers.....	All	Most	Some	Few	None	(2)	_____
3.	Are good on their job.....	All	Most	Some	Few	None	(3)	_____
4.	Are good politicians.....	All	Most	Some	Few	None	(4)	_____
5.	Are good police officers....	All	Most	Some	Few	None	(5)	_____
6.	Are good to do business with	All	Most	Some	Few	None	(6)	_____
7.	Make good athletes.....	All	Most	Some	Few	None	(7)	_____
8.	Try hard to improve themselves.....	All	Most	Some	Few	None	(8)	_____
9.	Are smart.....	All	Most	Some	Few	None	(9)	_____
10.	Are lazy.....	All	Most	Some	Few	None	(10)	_____
11.	Are kind.....	All	Most	Some	Few	None	(11)	_____
12.	Are clean.....	All	Most	Some	Few	None	(12)	_____
13.	Are honest.....	All	Most	Some	Few	None	(13)	_____
14.	Know right from wrong.....	All	Most	Some	Few	None	(14)	_____
15.	Are careful with their money	All	Most	Some	Few	None	(15)	_____
16.	Are helpful.....	All	Most	Some	Few	None	(16)	_____
17.	Can be trusted.....	All	Most	Some	Few	None	(17)	_____
18.	Are brave.....	All	Most	Some	Few	None	(18)	_____

Do not write  
in this space

Code

(Circle One)

Column

19.	Are beautiful.....	All	Most	Some	Few	None	(19)	_____
20.	Cannot solve their problems without help.....	All	Most	Some	Few	None	(20)	_____
21.	Feel sorry for themselves...	All	Most	Some	Few	None	(21)	_____
22.	Say something and stick to it.....	All	Most	Some	Few	None	(22)	_____
23.	Get along well with other races.....	All	Most	Some	Few	None	(23)	_____
24.	Would rather be on welfare than work.....	All	Most	Some	Few	None	(24)	_____
25.	Can be counted upon.....	All	Most	Some	Few	None	(25)	_____
26.	Are intelligent.....	All	Most	Some	Few	None	(26)	_____
27.	Work hard to become better..	All	Most	Some	Few	None	(27)	_____
28.	Want something for nothing..	All	Most	Some	Few	None	(28)	_____
							(66)	_____
							(67)	_____
							(68)	_____
							(69)	_____
							(70-71)	_____
							(72-74)	_____
							(75)	_____
							(76-79)	_____
							(80)	_____

# Appendix D

## CLASSROOM ASSESSMENT INVENTORY

### Instructions for Administration

I am going to read some statements about classroom experiences that you have had. As you respond to them, I would like to have you think of this classroom and the teachers (including teaching assistants) in this class (or, if you prefer, the teacher). For each statement, indicate whether you agree or disagree by marking the answer sheet under:

- 1) If you agree
- 2) If you disagree

For example:

1. I look forward to coming to this class.

If you disagree with the statement, you should mark in the second column on the answer sheet across from "1."

(1)

(2)

I will read each statement twice and allow you time to answer. If you wish a statement repeated, I will reread it after we have finished all of the questions.

Please answer truthfully, as no one will know what answers you personally have given - only the way the whole class answers.

There are no right or wrong answers.

TO THE ADMINISTRATOR OF THE INVENTORY:
--

It is definitely preferable that the students do write their names on the answer sheets.

Discourage students from asking questions regarding subtle interpretations of the statements.

If you send your completed answer sheets to Central Office (in care of JoAnn Mahan, Room 792), we will code them and send the results to you.

## CLASSROOM ASSESSMENT INVENTORY

1. I look forward to coming to this class.
2. Students can choose where they sit in this class.
3. I feel left out of things in this class.
4. I prefer things I can do by myself.
5. This class has too many rules.
6. My teachers do not allow students much choice in what they study in this class.
7. It is more fun to work with the teaching machines in this classroom. than to study a book.
8. The assignments in this class are too difficult.
9. Assignments here are usually clear so everyone knows what to do.
10. My teachers try to make their subjects interesting to me.
11. It's sometimes hard to think in this classroom because so many things are going on.
12. My teachers are interested in what I have to say.
13. Groups of students in this class seem to stick together and leave others out.
14. My teachers make me feel I am not good enough.
15. I have the opportunity to choose assignments which are most interesting to me.
16. I learn best by working with others.
17. My teachers give assignments that are just busy-work.
18. I wish I had more friends in this class than I do.
19. My teachers really like their subjects.
20. This class usually follows the same pattern day after day.
21. Most of my teachers seem concerned about me.
22. I enjoy learning in school more than learning on my own.
23. I would stick up for any student in this class if I thought he was right.

24. I do my best in this class because I can get ahead in the world with a good education.
25. The teachers often follow student suggestions.
26. This class is a good place for making friends.
27. I like hard classwork.
28. My teachers don't try very hard to understand young people.
29. Students sometimes find themselves with nothing to do in this class.
30. Students in this class get to know each other really well.
31. I'm very interested in what goes on in this classroom.
32. Most of the decisions in this class are made by the teachers.
33. My teachers ask me to memorize too many facts.
34. There are other reasons for my going to class besides just learning.
35. I get along well with the other students in the classroom.
36. The teachers don't ask the students for suggestions on how to run the classroom.
37. My teachers have encouraged me to think for myself.
38. I think most of my teachers are fair to me.
39. If this class were more related to the skills I'll need after I leave, I might be more interested.
40. I often feel rushed and nervous in this class.
41. In the first few weeks the teacher explained the rules about what students could and could not do in this class.
42. My teachers don't allow me to be as creative as I am able to be.
43. My teachers do not recognize my right to a different opinion.
44. Students have very little to say about how class time is spent.
45. My teachers frequently get mad.
46. I like the students in this class.
47. If I had the choice, I wouldn't go to this class at all.
48. It is difficult for me to see my education as a way to future success.

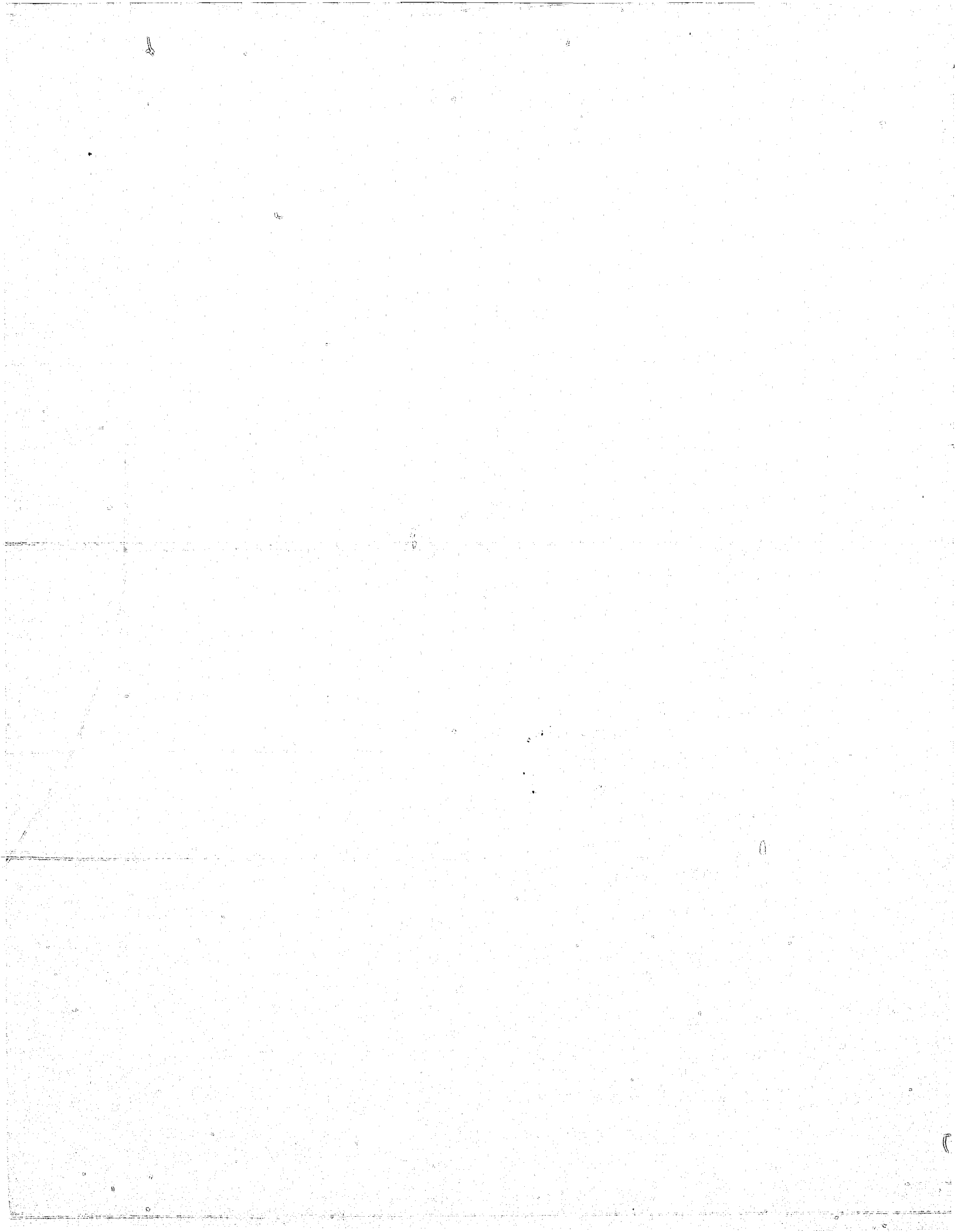
49. My teachers frequently show a lack of preparation.
50. Occasionally I have discovered things on my own that were related to my school subjects.
51. My teachers could be trusted if I discussed a personal problem with them.
52. There is a clear set of rules for students to follow.
53. School is important to me because I find many of the things I learn are useful outside of school.
54. Some of the teachers have "pets".
55. The teachers will change the lesson plan for the day if the students give a good reason.
56. I usually get the grade I deserve in class.
57. Teachers are usually the friendliest with the smarter students.
58. I try to do good work in my classes because you never know when the information will be useful.
59. My teachers are still fair with me as a person even when I've done poorly on my classwork.
60. My teachers will accept suggestions from their students.
61. The assignments in this class are too easy.
62. The teachers make a point of sticking to the rules they have made.
63. My teachers try to explain to me why I deserve the grades I earn on assignments and tests.
64. My teacher often wastes too much time explaining things.
65. My teachers like working with the students in this class.
66. Sometimes I just can't put a book down until I'm finished with it.
67. My teachers are too concerned with discipline sometimes.
68. Students often spend more time fooling around than getting something done.
69. In this class, other people really care about me.
70. My teachers are often impatient.
71. Students are expected to stick to classwork in this class.
72. This is an orderly class.

73. Rules in this class seem to change a lot.

74. The teachers cannot control this class.

JM:cn  
010776





**END**