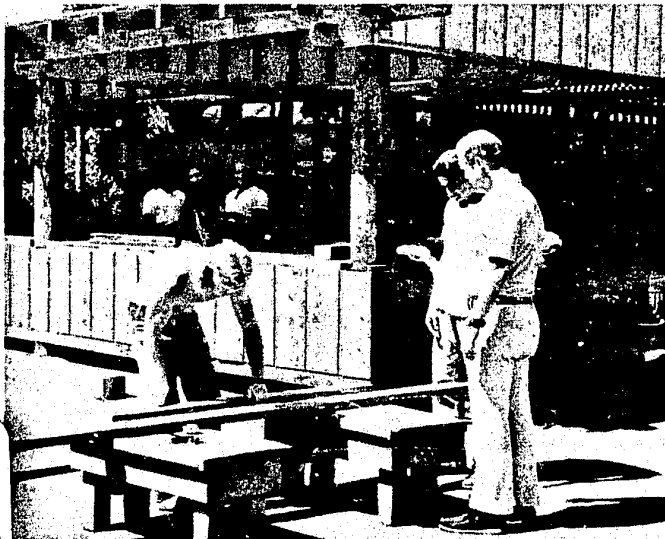
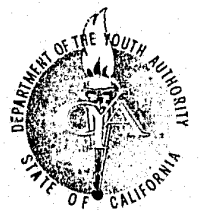


EDUCATION PROGRAMS



60208

CALIFORNIA YOUTH AUTHORITY
Education Services Unit



1976

State of California

EDMUND G. BROWN JR.
GOVERNOR

Health and Welfare Agency

MARIO OBLEDO
SECRETARY



Department of the

Youth Authority

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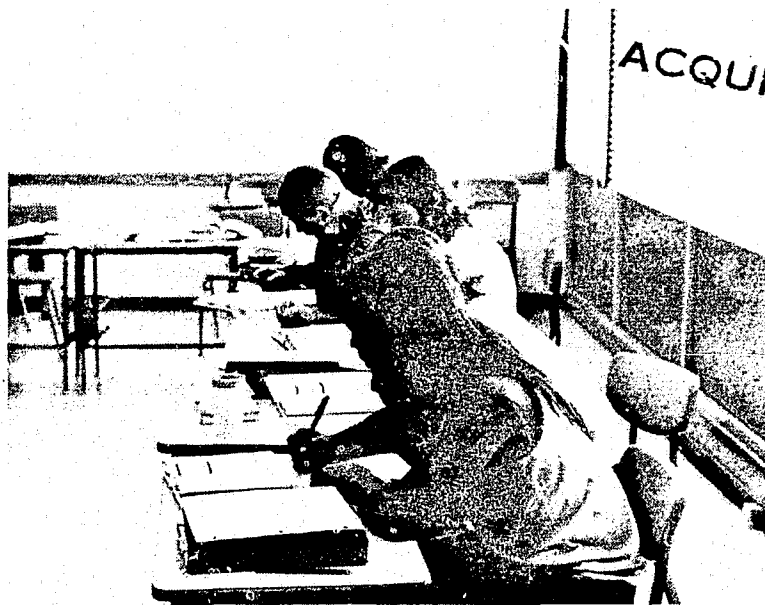
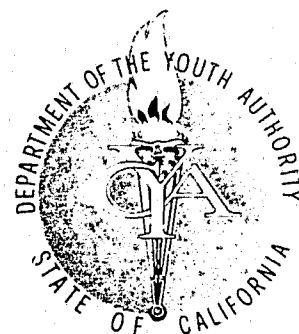
EDUCATION PROGRAMS

Offered by the
California Department of the Youth Authority

NCJRS

JUL 26 1979

ACQUISITIONS



PREPARED FOR THE EDUCATION SERVICES UNIT
BY RICHARD C. SHADOIAN
GRADUATE STUDENT ASSISTANT

1976

preface

The education program in the Youth Authority is based on the premise that students committed to our care are entitled to the fullest educational opportunity. We feel it is our responsibility to help these young men and women overcome their educational problems and develop their potentials to the fullest extent.

Studies of our students indicate that their previous school experiences have been, in most cases, unsatisfactory and unproductive. A large proportion have severe learning disabilities and a history of school failure. Our curriculum and teaching modalities are continually being reviewed and updated so that we may offer worthwhile and meaningful learning situations to our students.

The following pages contain a general description of the education program offered by the Youth Authority. It is our hope that this publication will be of assistance in understanding our program.

Trumbull W. Kelly
Administrator, Education Services
Department of the Youth Authority

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introduction

The Department of the Youth Authority views the rehabilitation of youthful offenders as a continuous process; from the time of commitment through parole. During this period, staff work to organize and to carry out a carefully planned treatment program. As education is an integral part of the total rehabilitation program, instructional programs are individually designed to meet the needs and interests of students.

The educational goals of the Department are to provide worthwhile and meaningful learning experiences commensurate with a student's age, capabilities, educational needs, goals, and interests. Programs are related to the individual student's needs so that he/she may return to the community as a productive citizen.

Youthful offenders are committed to the Youth Authority from the counties by the juvenile or criminal courts. Each commitment is first sent to a reception center-clinic for a complete diagnostic study. A rehabilitative program is recommended by clinic staff and approved by the Youth Authority Board. Then a student may be sent to an institution; a conservation camp; or, in occasional cases, placed on immediate parole for treatment in the community.

The Youth Authority's education program serves a population that is widely diverse in educational aptitudes and achievements. Group achievement tests show mean reading skills around the sixth grade level. Arithmetic, mechanics of English and spelling mean scores were also within the sixth grade level. Ten percent of admissions during 1975 were reading below the 3.5 grade level. However, approximately ten percent were reading at or above the eleventh grade level.

Personal background characteristics of Youth Authority students indicate difficulties, hardships, and associations that can negatively affect the educational process. Approximately one-third of the males and one-fourth of the females lived with both of their natural parents prior to commitment. In approximately fifty percent of cases, at least one parent or sibling had delinquent or criminal records. About two-thirds lived in moderately or highly delinquent areas. The majority of

of students used alcohol to some extent, usage being excessive for twenty-one percent of the males and ten percent of the females. Almost half of the students came from financially inadequate homes, with public assistance providing the principal family income in over one-fourth of all students' homes (see Appendix for profiles).

Because of these factors and the continual entering and leaving of students, the academic programs are individualized thus eliminating the disruption of learning. Students are provided with instruction, remedial through junior college education, on a year-round basis at their individual educational level.

To maintain a level of instruction that is commensurate with the public schools, the Department abides by and conforms to the Education Code of California. This is necessary to allow our adjudicated youth to matriculate into schools in the community with equivalent credit given for instruction received in Youth Authority schools.

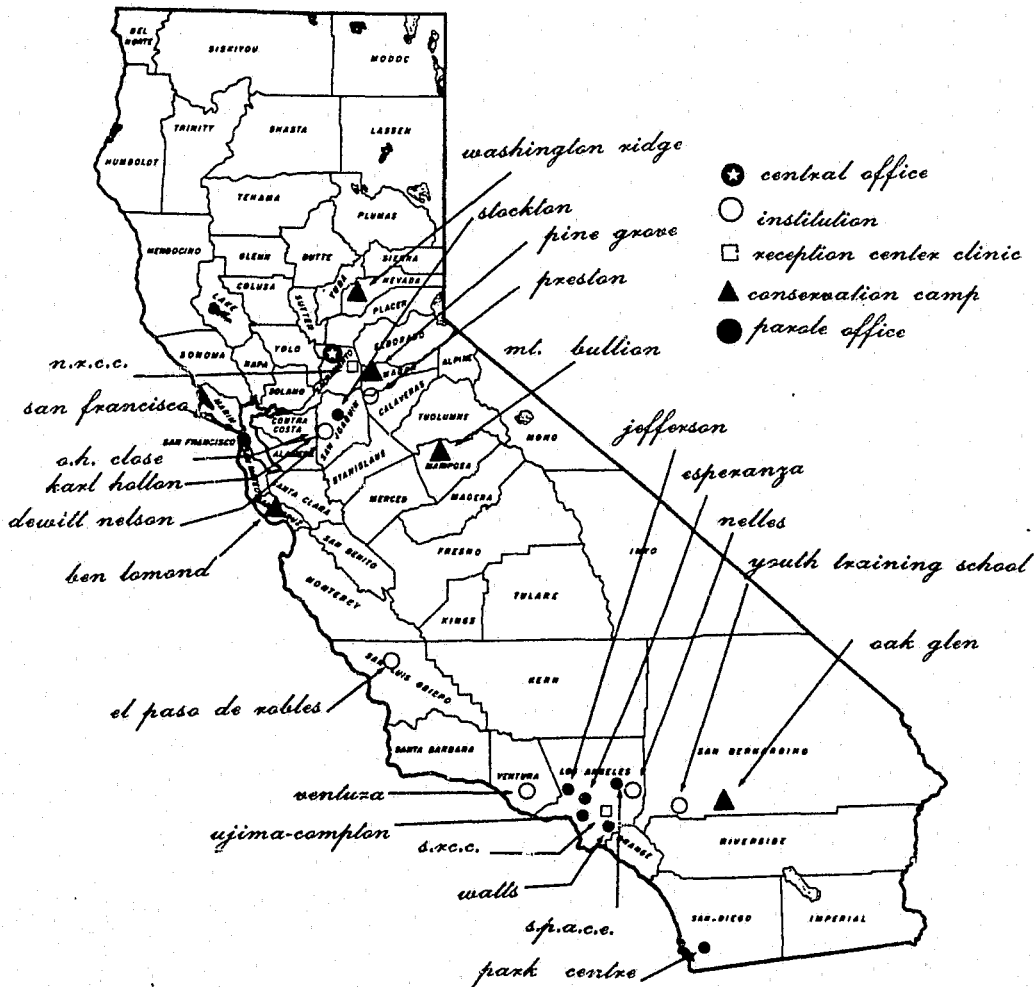
This booklet has been prepared to provide a general overview of the educational program offered by the Department of the Youth Authority.



overview

The Youth Authority conducts its educational programs in eight institutions, two reception center-clinics, five youth conservation camps, and seven parole centers.

locations of education programs



INSTITUTIONS

Education programs at the eight institutions and the two reception center-clinics vary from site to site and are based on the needs of the students. For example, O. H. Close School has a teacher team academic program with minimal vocational training, while Youth Training School focuses on vocational and prevocational training. At all schools, academic instruction and often vocational and prevocational training are offered along with programs of counseling and guidance, athletics, arts and crafts, music and recreational activities. Students are assigned partially on the basis of the type of educational experience needed. Except for Youth Training School and DeWitt Nelson Training Center, enrollment in the school program is mandatory.



Some programs are designed to encourage students to complete their education with many students graduating from high school while in a Youth Authority institution. Other programs allow students to prepare for the General Educational Development (GED) Examination, learn a vocational trade, or begin a college education.

Instructional programs are frequently individualized to allow students to progress at their own rate and to allow for the continual arrival and departure of students.

School programs are offered Monday through Friday every week of the year. Overall, the programs follow daily time schedules maintained by public schools with students attending both morning and afternoon sessions.

YOUTH CONSERVATION CAMPS

The five youth conservation camps - Pine Grove, Washington Ridge, Mount Bullion, Ben Lomond, and Oak Glen - have about 150 students enrolled in school. Because all of the students work a full day on conservation-related projects, the education program must be conducted during the late afternoon and evening hours during the student's leisure time period. Enrollment in school is voluntary.

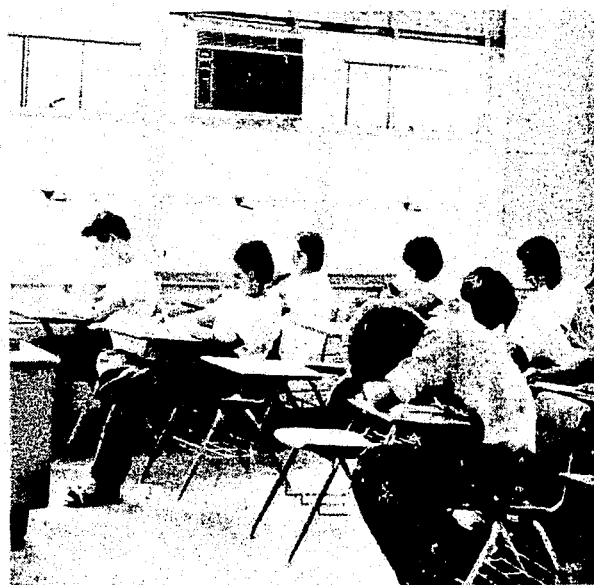
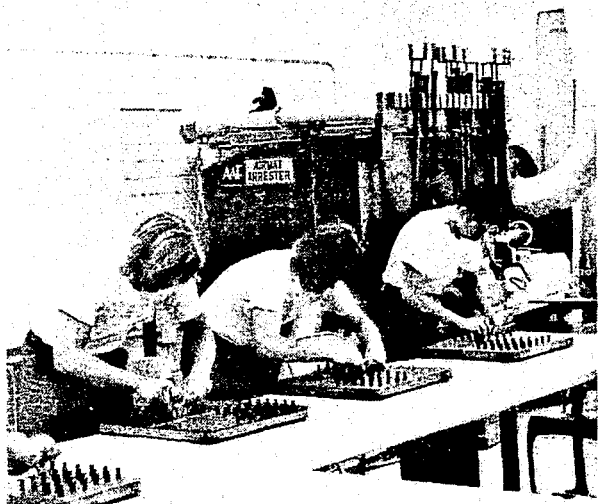
Each camp has one full-time teacher who is responsible for conducting the total education program. They provide their students with diagnostic and guidance services, academic education in the areas of developmental and remedial, and library services. Vocational education is also provided. It consists of pre-vocational job awareness activities and vocational occupational counseling. Each camp has one classroom.

PAROLE CENTERS

Seven parole centers - San Francisco, Ujima-Compton, Watts, Esperanza, Park Centre, Stockton, and Jefferson - offer limited educational programs. Pupil personnel services are offered to assist the students in utilizing the educational programs at the parole centers. Students also receive diagnostic evaluations so programs of study can be planned to meet their needs. Guidance is provided to assist students in job placement and in the selection of a junior college, university, or trade school.

Academic education consists of the delivery of services to students in the areas of remedial, developmental, and survival education. Tutorial programs are provided to assist students in public school programs and in preparation for the GED Examination.

Each parole center has flexibility in the development of their education program. Some stress the delivery of academic education while others stress placement in public school programs. Each parole center has at least one full-time credentialed teacher who instructs students, coordinates the tutorial services of volunteer tutors, and helps in planning educational programs for all students.



program components

There are three main components of the education program: Pupil Personnel Services, Academic Education, and Vocational Education.

PUPIL PERSONNEL SERVICES

Pupil Personnel Services are concerned with diagnostic and guidance services, which assists students in matriculating through the educational program.

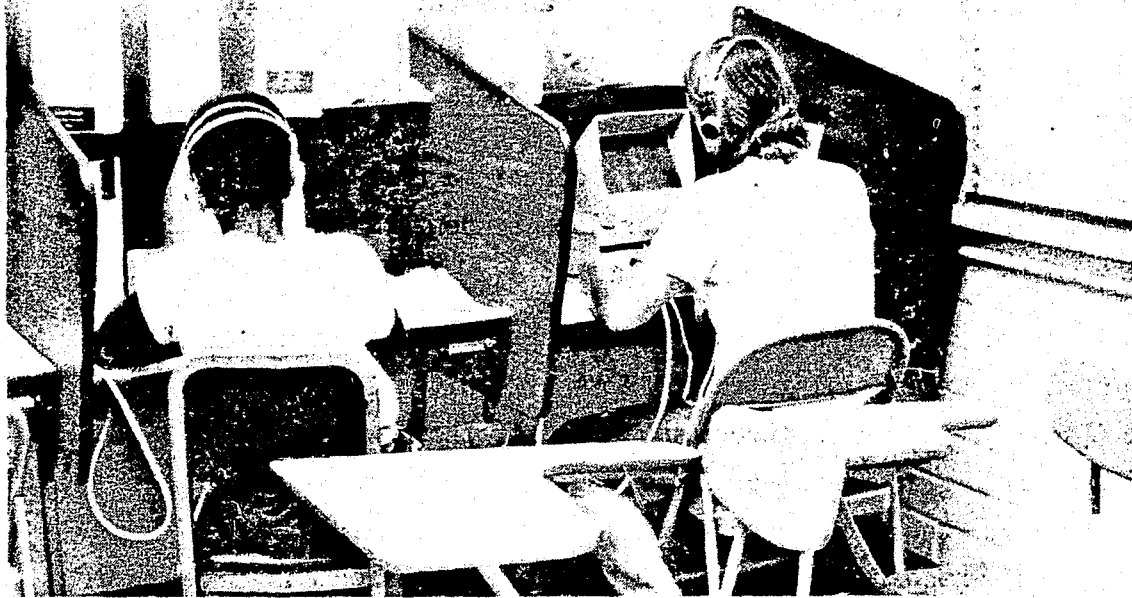
During a stay at one of the reception center-clinics, students are administered the Test of Adult Basic Education (TABE); the Jesness Inventory; and, for those who score at the sixth grade level or above and who are 16 years of age or older, the General Aptitude Test Battery (GATB). Any student whose reading level in both comprehension and vocabulary is below the fourth grade is referred to a school psychologist for evaluation. All diagnostic data is sent to the receiving institution, camp, or parole center when the student is transferred. Additional educational diagnoses may be conducted by the receiving school.

From the results of the evaluation, a review of previous school records, and consultation with the student, an individual educational program is tailored.

Students are oriented to the education program by various sources. Usually teachers, orientation teams, or education administrators assume this responsibility. In most institutions, teachers function as education counselors and are assigned a caseload of students.

ACADEMIC EDUCATION

This component consists of five elements: Remedial Education, Developmental Education, Junior College, Physical Education and Recreation, and Library Services.



Remedial Education

In general, students who are two or more grades below age-grade expectancy in reading, language, or mathematics are selected for remedial classes.

Students who are under 21 years old and not high school graduates are eligible for instruction under ESEA, Title I (see Page 15).

All remedial programs are individualized, diagnostic, and prescriptive. They utilize individual and small group instruction and a wide variety of audio-visual and programmed materials. Some institutions have laboratories or resource centers where students receive specialized instruction; others have remedial teams who move from classroom to classroom to provide special help.

Developmental Education

Students in the developmental element are assigned to classes that are necessary to complete the requirements for high school graduation; to elective classes that are intended to contribute to the educational development of the student or to satisfy the student's own desires; or to classes that will prepare the student for the GED Examination.

Junior College

The junior college program seeks to replicate the procedures and standards of a community college as much as possible. All courses offered are applicable toward an AA degree and are offered as extensions of local cooperating community colleges.

The Youth Authority is currently offering college instruction to nearly 500 students in five institutions - Karl Holton School, Ventura School, Preston School, Youth Training School, and El Paso de Robles.

Ventura School contracts with the Ventura Community College to provide some of their instruction on the institution grounds and has a program on the college campus for select students. Karl Holton School has a similar agreement with San Joaquin Delta Junior College to provide both on-grounds and off-grounds classes. Preston School has a program at the institution with classes taught by Youth Authority teachers and contracted staff from San Joaquin Delta Junior College. El Paso de Robles has the same kind of program that employs Youth Authority staff and La Cuesta Junior College staff. Youth Training School's program, which is conducted at the institution, is staffed by teachers from La Verne Junior College, Chaffey Community College, California State University in Los Angeles, and Youth Authority staff.

Physical Education and Recreation

The physical education and recreation curriculum is designed to improve student skills in selected physical activities, encourage group participation, and develop worthwhile leisure time activities and skills. Courses have been established to meet requirements for high school graduation. Most schools have a gymnasium, swimming pool, playfield, tracks, along with activity areas attached to the living unit.



Library Services

All eight school sites have libraries staffed by full-time librarians and usually librarian aides. Library services are also provided at the five conservation camps and two reception center-clinics.

The use of the library varies from school to school. Generally, it is used for research and recreational reading. Some schools that have a junior college component have developed a junior college library. Libraries in many school sites provide recreational audio-visual aids.

Law Library

The right of incarcerated individuals to have access to the courts is consistently affirmed by the nation's judiciary. This right has been interpreted to include access to legal materials and law libraries to engage in legal research.

Consequently, the Department of the Youth Authority has established law libraries at all of its institutions. They are open to all students and staff who wish to make use of the legal materials. Specific operational procedures for the libraries are left primarily to each institution. Generally, an interested student is required to contact a staff member who then arranges a visit to the law library.



To provide for proper utilization of the materials and to assist students in locating needed information, each institution arranges for its librarian and selected

student aides to participate in semiannual training sessions. This training is designed to give basic information relative to the fundamentals of legal research and instructs staff and students in the use of the law library.

Library Services and Construction Act,
Title I and III (LSCA)

Title I and II of the Library Services and Construction Act provide for grants of Federal funds to local public libraries and state-supported institutions serving the physically handicapped with library services.

Title I grants are made to promote the further extension of public library services to areas which are without adequate services; to make library services more accessible to persons who, by reason of distance, residence, physical handicap, age, or other disadvantage, are unable to receive the benefits of public library services regularly made available to the public.

Title III grants are made for interlibrary cooperation.

During 1974-75, Youth Authority institutions received \$16,000 in LSCA funds. In 1975-76, the amount awarded totaled \$144,891; and in 1976-77, the total amount was \$91,500.

VOCATIONAL EDUCATION

The overall goal of the Youth Authority's vocational education program is to maintain in each institution a pre-vocational program and in designated institutions a vocational

training program to provide a meaningful educational experience, to increase social skill competency, to provide career education and familiarization with the world of work, to teach entry level vocational/marketable skill development, and to assist in providing 30 hours per week of structured program within the institutional setting.

Prevocational

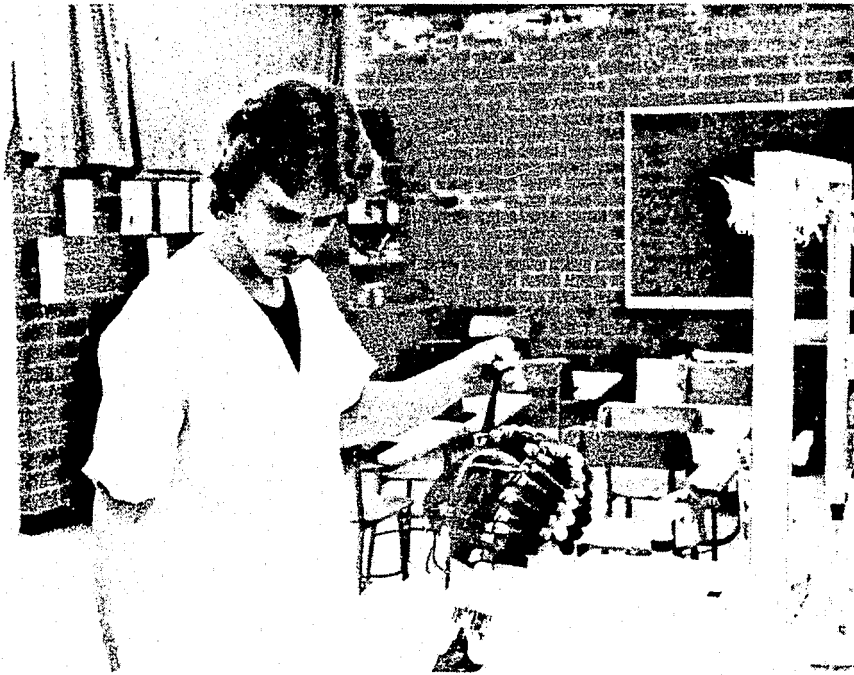
Prevocational courses are designed to introduce students to non-technical uses of tools, materials, and the application of logic and basic reasoning in assembling completed projects. Emphasis is placed on discovery and development of skills in working with assorted tools, acquiring elementary technology, and shaping specific vocational and avocational aptitudes and interests. Courses usually last one period with students earning elective credits toward high school completion.

Vocational

Vocational instruction is confined to vocational and technical subjects. These courses of study are organized to provide students with relevant knowledge, appropriate work habits, and saleable skills. The instructional activities are planned for sequential learning experiences paralleling both practical and simulated-related technical training. Classes are generally scheduled for multiple periods constituting a major portion of the instructional day.

Among these vocational and prevocational activities available to Youth Authority students are: air conditioning and refrigeration, automotive repair, body and fender, building maintenance, carpentry, furniture repair, general shop, graphic arts, landscape construction, machine shop, masonry, painting, plastering,

plumbing, power sewing, sheet metal, shoe repair, small engine repair, stockkeeping and warehousing, upholstery, welding, cosmetology, home economics, culinary arts, nursery practices, landscape and grounds maintenance, and printing.



special programs

ESEA, TITLE I, COMPENSATORY EDUCATION

As a result of Public Law 89-750, the Department of the Youth Authority has been involved in the Compensatory Education Program for the educationally disadvantaged since the summer of 1967.

ESEA, Title I, projects in Youth Authority schools are administered under the Deputy Director of the Parole and Institutions Branch. This responsibility has been delgated to the Supervisor of Compensatory Education Program, who is assisted by a Supervisor of Correctional Education Program. Also on this staff are two education evaluators who provide technical assistance to schools in the development of program and evaluation design. They also collect data, are responsible for evaluation reports, and disseminate progress information.

The basic intent of Title I is to supplement educational services provided by the State. By law, Title I services must be concentrated on a select group of participants - *"the neediest of the needy."*

Diagnostic, prescriptive procedures, and learning activities differ from program to program depending upon staffing patterns and the historical development of programs in a particular institution. All Youth Authority institutions and reception center-clinics receive ESEA, Title I, funds. The ESEA services are delivered to approximately 1,800 students for a total of \$1.5 million.

ESEA reading programs at the various schools are directed to those students in the population who are at the most remedial levels. Each school has a reading center (often combined with math), variously called a lab, resource center, or classroom.

In most institutions, math programs serve those students below the eighth grade level with greatest emphasis on basic math fundamentals. A variety of resource materials are utilized. Manipulative devices, programmed instructional materials, and visual aids are used to encourage understanding. Eight institutions have clearly defined language development components and all programs have a multicultural component.

At four sites - Ventura School, Youth Training School, DeWitt Nelson Training Center, and Southern Reception Center-Clinic - the Individualized Manpower Training System (IMTS) is funded with ESEA monies. This system is described as a comprehensive vehicle for the delivery of remedial academic training (math, reading, language); complementary skills (personal, social, consumer education); occupational exploration; employability; and prevocational training. At Karl Holton School, IMTS is jointly funded by the State and Federal Governments.



The services of IMTS are provided within a learning resources center with individual learning stations. ESEA, Title I, staff at the implementing institutions were trained in the operations of this system.

ESEA, TITLE I, MULTICULTURAL EDUCATION

All schools in the Youth Authority have a multicultural education program at varying stages of development. The implementation of the program is in response to an identified need of Youth Authority students and a mandate from the California State Department of Education requiring all schools receiving Title I monies to provide multicultural education to all ESEA participants.

Multicultural education recognizes the need for schools to become involved in alleviating the stress and conflict created by discrimination based on racism or sexism. Educational programs have historically failed to deal frankly with these needs. Discrimination, instead of being a target of an education program, has frequently tended to be reinforced by educational philosophies, curricula, methodology, and other facets of educational programs.

The need for multicultural education was given official sanction in 1974 when the Ethnic Heritage Studies Program Act was passed by the United States Congress. This legislation provides that *"All persons in the Nation should have an opportunity to learn about the differing and unique contributions to the national heritage made by each ethnic group."*

ESEA, Title I, Multicultural Education Programs in the Youth Authority have all or part of the following goals:

1. To study the history and culture of the diverse groups that make up United States society.
2. To develop an appreciation and respect for the culture, heritage, and achievements of all groups.
3. To inform all students of the political, social, psychological, and economic forces and their impact on the individual and groups.

The multicultural programs have been implemented with the assistance of the two Departmental Ethnic Studies Specialists. The effectiveness of the programs is assessed by Youth Authority ESEA, Title I, Central Office evaluation staff.



STUDENT AIDE PROGRAM

The Student Aide Program was initiated by the California Youth Authority in October of 1967 and became operational in January of 1968 at O. H. Close School.

This program is funded under Title I of the Elementary and Secondary Education Act of 1965. This program selects, trains, and assigns students who show maturity, leadership potential, and a good grasp of basic educational skills to work as teacher aides at O. H. Close School. They are trained in tutoring, recreation, and counseling with a view to prepare them for employment in human service occupations. Other schools have student aides but they are not a part of this program.

The expectation is that this experience will be of rehabilitative benefit, not only to the younger students being serviced in the institution but also to the aides themselves as they are being introduced to and are accepting new roles and responsibilities.

The total groups of aides (20 to 24) are divided into two math teams and two reading teams. They follow an established schedule, helping individual students in designated classrooms in Remedial Reading, Language Arts, and Remedial Math. The aides average five hours per day in remedial services. They also receive weekly ongoing training in their particular area of assignments during the time they are at O. H. Close School.

FAMILY LIFE EDUCATION

The Family Life Education curriculum covers all aspects of family living with strong emphasis on providing information that will enable students to understand their own sexuality, especially as it relates to self-concepts and interpersonal relationships.

The program is set up with flexibility in design and implementation to suit the needs of each school. Family Life is adaptable to any treatment mode and can be incorporated into other education courses. Often it is included as a part of survival education. In the junior college programs, the class is called Marriage and the Family.

The course content includes basic anatomy and physiology, venereal disease, conception, contraception, and family planning in the perspective of total health care and successful social adjustment. It is a basic course with no prerequisite and no textbook for students. The instructor selects optional reading material that the students can understand.

The Family Life Education Program is now a part of the curriculum of all institution, reception center-clinic, parole center, and camp education programs and is offered as an elective to all students.



SURVIVAL EDUCATION

Departmental guidelines state that Youth Authority students, *"regardless of their educational status, should be given the opportunity to participate in a survival education program."*

Many of the young men and women committed to the Youth Authority lack the basic skills needed to exist and function appropriately in our society.

The Survival Education Program supplements the regular school curriculum. Each school approaches it based upon the needs of their students. The format of the classes is informal, encouraging students to discuss what they feel is important.

Survival Economics

The course is designed to acquaint each student with the necessary information to become a more knowledgeable consumer. Proficiency is offered in money management, buying, savings, insurance, social security, household management, consumer services, and a basic introduction to taxes.

Survival Education

Is designed to acquaint the students with simple health protective measures, first aid, nutrition, common medicines, available community medical resources, personal hygiene, and communicable diseases.

Job Survival Skills

Includes training in the personal and interpersonal aspects of employment. These basic skills of communication are then applied to areas such as how to select, locate, and secure a job and maintain the job once it is secured.

Legal Rights and Aids

Provides information about parole, legal help, police encounters, voter registration, social security, draft regulations, unemployment, taxes, and licensing.



TEACHER CORPS

Since 1971, the Department of the Youth Authority has participated in Teacher Corps Projects.

Cycle Eleven of the Teacher Corps Project, which began in 1976, differs from those the Department has had in the past. The emphasis is now on the retraining of existing teachers and a small component of training four corps members (students working toward a teaching credential) is included.

The State has not developed a viable training system for potential teachers in correctional institutions. Instead, this objective is accomplished through informal on-the-job retraining of traditionally educated teachers.

Teachers in correctional institutions require specialized training beyond that required for regular school programs, including work in remediation techniques of social skill development for the handicapped. These teachers need to be exceptionally skilled in personalized instructional programs and be expert in the use of diagnostic data.

In the new project, California State College at Stanislaus and O. H. Close School offer field-centered and competency-based teacher training for the purpose of providing a model of Youth Advocacy teacher preparation and retraining. The participants are youth correctional teachers who receive training to improve skills in individualized instruction, learning disabilities, and increased sensitivity to the needs of students in correctional facilities.

education staff

The Youth Authority Educational Service Staff is made up of teachers, teaching assistants, librarians, school psychologists, and school administrators.

EDUCATION SERVICES UNIT

Located in the Sacramento Central Office of the Parole and Institutions Branch, the Education Services Unit provides Departmental direction and technical assistance to all of the education programs in the Youth Authority.

It is supervised by the Administrator of Education Services, assisted by three administrators - a Supervisor of Correctional Education Program, a Coordinator of Family Life and Survival Education, and a Reading Specialist - who work primarily with State-funded education programs. Under the direction of the Administrator, the Compensatory Education Staff provide supervision and technical assistance to ESEA, Title I, programs. This staff consists of a Supervisor of Compensatory Education, a Supervisor of Correctional Education Program, an Evaluation Supervisor, a Research Analyst, and two Ethnic Studies Specialists.

Acting as a liaison, the Education Services Unit works closely with the State Departments of Education, Health, Corrections, and Rehabilitation to coordinate efforts in institutional education programs, interagency projects, and common areas of interest. They also cooperate with the Department's Division of Planning and Program Development in an effort to obtain educational grants and other funds to enhance the total education program.

Educational legislation, correspondence, standards, and the coordination of the Department's Program Monitoring and Evaluation System (PMES) are responsibilities of this unit also.

INSTITUTIONAL SCHOOL ADMINISTRATORS

Supervisors of Education, assisted by Supervisors of Academic and Vocational Instruction, administer the education programs at the eight institution schools. Supervisors of Academic Instruction administer the education programs at the two reception center-clinics. Included in their duties are the hiring of teachers and staff, the obtaining of materials and books, the developing of curriculum, the collecting of data concerning the progress of students and costs of programs, and the evaluation and supervision of personnel.

TEACHERS

Academic teachers and vocational instructors have teaching credentials in the elementary, secondary, and special education fields. Junior college teachers hold community college credentials in their area of training and possess at least a master's degree. The vocational instructors are also experienced journeymen in their professions. All teachers and instructors have passed oral civil service examinations. Most teachers and instructors work a forty-hour week on a twelve-month basis, but they may select a ten-month plan at a decreased salary.

TEACHING ASSISTANTS

The teaching assistants are para-professionals who work with credentialed teachers. Many are hired through the use of ESEA funds and work in the reading and mathematics laboratories assisting the teachers in the individual treatment of the students. Those who are State-funded work in other settings besides remedial laboratories.

SCHOOL PSYCHOLOGISTS

There are eight school psychologists. They provide diagnostic services, consultation services, group and individual testing, staff training, evaluation, and conduct consultation sessions with teachers regarding individual student learning activities. All school psychologists are credentialed.

LIBRARIANS

Each of the eight institution schools has a full-time librarian. Each librarian is responsible for: supervising and maintaining a multi-media curriculum materials center; directing and planning all institutional school library services; acquiring books; supervising students using the library; providing information on library usage to students; planning library schedule; supervising library staff; working with State and local libraries; and serving as project director for Library Services and Construction Act funds. The old civil service classification of Teacher-Librarian, which is used by five institutions, is being replaced by the new classification of Librarian, Correctional Facilities as vacancies occur. El Paso de Robles, Youth Training School, and Ventura School have utilized this new classification.



appendices

Appendix A

TEST RESULTS OF FIRST ADMISSIONS TO YOUTH AUTHORITY CLINICS DURING 1975

General Aptitude Test Battery (GATB)

	No. of Male Students	Average Score*	Standard Deviations
General	1,118	94.1	14.3
Numerical Aptitude	1,098	90.0	14.8
Verbal Aptitude	1,124	94.9	11.3
Manual Dexterity	1,059	103.9	19.3
Spatial Aptitude	1,109	107.1	17.7
Form Perception	1,106	106.7	17.2

* The average score for the national norming population is 100.0.

Test of Adult Basic Education (TABE) Group Achievement Test

	No. of Male Students	Average Grade Level at Entrance	Standard Deviations
Reading Comprehension	2,805	6.9	2.6
Arithmetic Fundamentals	2,780	6.5	1.9
Mechanics of English	2,476	6.5	2.1

Wechsler Full-Scale Individual I.Q. Test

	No. of Students	Average Score*	Standard Deviations
Male	315	86.8	12.4
Female	16	93.1	12.1

* The average score for the national norming population is 100.0.

Appendix B

CHARACTERISTICS OF FIRST COMMITMENTS*
TO THE YOUTH AUTHORITY, 1975

CALIFORNIA YOUTH AUTHORITY MALE

(3,224) Median age - 18.0

His Home Environment:

1. Forty-three percent came from neighborhoods which were below average economically, 50 percent from average neighborhoods, and 7 percent from above-average neighborhoods.
2. Thirty-two percent lived in neighborhoods with a high level of delinquency and 37 percent in moderately delinquent neighborhoods.
3. A significant proportion (37%) came from homes where all or part of the family income came from public assistance, but two-thirds came from homes where the families were economically self-supporting.

His Family:

1. Thirty percent came from unbroken homes. A natural parent was present in an additional 59 percent of the homes.
2. One half of the males had at least one parent, brother, or sister who had a delinquent or criminal record.
3. Three percent were married at the time of commitment and 6 percent had children.

His Delinquent Behavior:

1. Sixty-eight percent had five or more delinquent contacts prior to commitment to the Youth Authority. Fifty-seven percent were previously committed to a local or state facility.
2. The major problem area for 43 percent was undesirable peer influences; for 23%, it was emotional or mental problems.

His Ethnicity:

White	1,385	-	40.7%
Mexican-American	728	-	21.4%
Black	1,171	-	34.4%
Other	120	-	3.5%
Total	3,224		100.0%

His Schooling:

1. Twenty percent were last enrolled in the ninth grade or below. Fifty-three percent reached the eleventh grade, and 10 percent graduated from high school.

CALIFORNIA YOUTH AUTHORITY FEMALE

(180) Median age - 17.0

Her Home Environment:

1. Forty-five percent came from neighborhoods which were below average economically, 45 percent from average neighborhoods, and 10 percent from above-average neighborhoods.
2. Twenty-nine percent lived in neighborhoods with a high level of delinquency.
3. A significant proportion (37%) came from homes where all or part of the family income came from public assistance, but 63 percent came from homes where the families were economically self-supporting.

Her Family:

1. Twenty-three percent came from unbroken homes. A natural parent was present in an additional 68 percent of the homes.
2. Over 50 percent had at least one parent, brother, or sister who had a delinquent or criminal record.
3. Eight percent were married at the time of commitment and 19 percent had children.

Her Delinquent Behavior:

1. Fifty-four percent had five or more delinquent contacts prior to commitment to the Youth Authority. Forty-three percent had been previously committed to a local or state facility.
2. The major problem area for 40 percent was emotional or mental problems; for 34%, it was undesirable peer influence.

Her Ethnicity:

White	72	-	40.0%
Mexican-American	37	-	20.6%
Black	65	-	36.1%
Other	6	-	3.3%
Total	180		100.0%

Her Schooling:

1. Twenty-one percent were last enrolled in the ninth grade or below. Fifty-two percent reached the eleventh grade, and 6 percent graduated from high school.

* A total of 3,404 youthful law offenders

Appendix C

INSTITUTIONS AND CENTERS

O. H. CLOSE SCHOOL
7650 South Newcastle Road
(P. O. Box 6500)
Stockton, California 95206

SUPERINTENDENT: Louis Baber
Telephone: (209) 944-6301

SUPERVISOR OF EDUCATION:
Palmer Anderson
Telephone: (209) 944-6155

Population: 345 males. This school provides an academic program for younger offenders from the age of 13 to 20 years, with an average age of 16.5. A diversified program including prevocational training and academic remedial instruction is provided. School staff are organized into treatment teams with each of the 8 residence halls operating in a semi-antonomous manner.

Located 5 miles southeast of Stockton on U.S. Highway 99 and 2 miles east of Arch Road.

EL PASO DE ROBLES
(Drawer B)
Airport Road
Paso Robles, California 93446

SUPERINTENDENT: Victor Kirk
Telephone: (805) 238-4040

SUPERVISOR OF EDUCATION:
Barbara Taylor
Telephone: (805) 238-4040

Population: 400 male students with a median age of 18.4 (range 15-22). Academic education, which is stressed, consists of remedial, developmental, physical education, and recreation. A junior college program is included and taught in conjunction with La Cuesta Junior College.

Located east of Paso Robles on Highway 46.

KARL HOLTON SCHOOL
7650 South Newcastle Road
(P. O. Box 6600)
Stockton, California 95206

SUPERINTENDENT: Dana Bonner
Telephone: (209) 944-6331

SUPERVISOR OF EDUCATION:
Gordon Spencer
Telephone: (209) 944-6164

Population: 400 males between the ages of 16 and 22 (average age 18.5). The education program consists of remedial, high school, junior college, vocational, occupational awareness and counseling, recreation, diagnostic, and pupil personnel programs.

Located 5 miles southeast of Stockton on U.S. Highway 99 and 2 miles east on Arch Road.

FRED C. NELLES SCHOOL
11850 East Whittier Blvd.
Whittier, California 90601

SUPERINTENDENT: Victor Mack
Telephone: (213) 698-6781

SUPERVISOR OF EDUCATION:
Jerry Reiser
Telephone: (213) 698-6781

Population: 390. A school for males ranging from 12 to 20 years of age with an average age of 16.5. The school provides a diversified program including exploratory shop training, horticulture, academic and remedial instruction, developmental and physical education.

Located 11 miles east of Los Angeles in the City of Whittier.

DEWITT NELSON TRAINING CENTER
7650 South Newcastle Road
(P. O. Box 6700)
Stockton, California 95206

SUPERINTENDENT: Glenn Avery
Telephone: (209) 944-6113

SUPERVISOR OF EDUCATION:
James Flynn
Telephone: (209) 944-6168

Population: 400 male students with an average age of 19.6. The education program provides occupational training and academic instruction. Occupational training is the major thrust of the education program. Remedial, developmental, and academic instruction are geared to improve entry level employment skills.

Located 5 miles southeast of Stockton on U.S. Highway 99 and 2 miles east on Arch Road.

NORTHERN RECEPTION CENTER-CLINIC
3001 Ramona Avenue
Sacramento, California 95826

SUPERINTENDENT: Thomas McGee
Telephone: (916) 452-1411

SUPERVISOR OF ACADEMIC
INSTRUCTION:
Charles Kirk
Telephone: (916) 452-1411

Population: 240 males and 20 females, average age 19.5. All commitments to the Youth Authority from Northern California are sent to this Reception Center-Clinic for diagnosis and classification prior to transfer to an institution school, camp, or release to parole. The education program provides remedial, prevocational, and academic education to about 40 students who are assigned to NRCC, and offers orientation and voluntary education programs to other students.

Located east of downtown Sacramento. Take Highway 50 east to Power Inn Road to Cucamonga Avenue to Ramona Avenue.

PRESTON SCHOOL OF INDUSTRY
Rural Route Box 5
Ione, California 95640

SUPERINTENDENT: Charles Kuhl
Telephone: (209) 274-2421

SUPERVISOR OF EDUCATION:
James Spears
Telephone: (209) 274-2421

Population: 400 males. A school for older youths ranging in age from 17 to 24, with an average age of 19.5. Preston provides an education program of academic and vocational instruction, from remedial programs to junior college.

Located 40 miles southeast of Sacramento in the town of Ione on State Highway 104.

S.P.A.C.E. (Social, Personal, and
Community Experience)
1151 North Madison Avenue
Los Angeles, California 90029

PROJECT DIRECTOR: Edith Kohlhagen
LEAD TEACHER: Pat Matthews
Telephone: (213) 620-5942

Population: 25 coeducational. This program provides for a short-term, community-based residential treatment for selected older male and female wards between 18 and 25 years of age. An educational program provides survival education, family life education, GED preparation, and educational counseling.

Located in the Hollywood district of Los Angeles.

SOUTHERN RECEPTION CENTER-CLINIC
13200 So. Bloomfield Avenue
Norwalk, California 90650

SUPERINTENDENT: Doyle Roberts
Telephone: (213) 868-9979

SUPERVISOR OF ACADEMIC
INSTRUCTION: Regina Edmonson
Telephone: (213) 868-9979

Population: 340 males with an average age of 19. Most male commitments to the Youth Authority from Southern California are sent to the Reception Center-Clinic for diagnosis and classification prior to transfer to institution schools, camps or release to parole. The education program provides remedial, prevocational, and academic education on a voluntary basis to students just passing through the clinic. A full-time program is designed to meet the needs of those students assigned to SRCC.

Located 12 miles southeast of downtown Los Angeles, in the town of Norwalk, just off Interstate Highway 5 at Bloomfield Avenue exit.

VENTURA SCHOOL
3100 Wright Road
Camarillo, California 93010

SUPERINTENDENT: Ms. Susan Hooper
Telephone: (805) 485-7951

SUPERVISOR OF EDUCATION:
Sam Miller
Telephone: (805) 485-7951

Population: 364. 189 males and 175 females with an average age of 19.1. Ventura provides an education program including academic and vocational instruction, from remedial programs to junior college. An on- and off-institutional grounds junior college program is operated in conjunction with Ventura Junior College.

Located 4 miles west of the City of Camarillo, 1½ miles north of U.S. Highway 101, at Santa Clara and Wright Roads.

YOUTH TRAINING SCHOOL
15180 Euclid Avenue
Chino, California 91710
(P. O. Box 800
Ontario, California 91761)

SUPERINTENDENT: Keith Vermillion
Telephone: (714) 597-1861

SUPERVISOR OF EDUCATION:
Robert McCarthy
Telephone: (714) 597-1861

Population: 965. A training school for young men 16 to 24 with an average age of 19.5. Academic and vocational education is on a voluntary basis. Vocational education is emphasized with 22 prevocational and vocational activities established to provide a saleable skill and appropriate work habits. Academic education consists of the delivery of services to students in the areas of remedial, developmental education, and college course work.

Located 25 miles east of Los Angeles near the Cities of Ontario and Pomona. The school is 5 miles south of Interstate Highway 10 on Euclid Avenue.

Appendix D
PAROLE CENTERS

<u>OFFICES</u>	<u>TELEPHONE</u>	<u>SUPERVISING PAROLE AGENTS</u>	<u>LEAD TEACHERS</u>
San Francisco Treatment Center 865 Page Street San Francisco, Calif. 94117	8-597-2637 (415-557-2637)	Richard Isbell	Clarence Blankenship
Stockton CPC 609 S. San Joaquin Street Stockton, Calif. 95203	423-7663 (209-948-7663)	Dave Hobbs	Barbara Whitesel
Esperanza CPC 3665 E. Whittier Blvd. Los Angeles, Calif. 90023	8-213-269-7351 (213-269-7351)	Eleanor Kruizenga	Maria Elena Rillo
Jefferson CPC 4319 W. Jefferson Blvd. Los Angeles, Calif. 90016	8-213-731-2281 (213-731-2281)	Lee Gonsalves	Arlanda Northington
Ujima-Compton CPC 1315 N. Ballis Street Suite 6, Compton 90221	8-213-638-4121 (213-638-4121)	Levan Bell	Jim Bawek
Watts CPC 9110 So. Central Avenue Los Angeles, Calif. 90002	8-213-589-6124 (213-589-6124)	Robert Dunn	Billy Colbert
Park Centre 4082 Centre San Diego, Calif. 92103	8-631-7421 (714-237-7421)	Arthur Dorsey	Chita Cazares

Appendix E
YOUTH CONSERVATION CAMPS

BEN LOMOND YOUTH CONSERVATION CAMP
13575 Empire Grade
Santa Cruz, California 95056
(408) 423-1652

Population: 80. Located in the Santa Cruz Mountains on State Highway 9, approximately 16 miles north of the city of Santa Cruz. Work program includes young tree nursery.

SUPERINTENDENT: W. Zannella
LEAD TEACHER : John Beresford

MT. BULLION YOUTH CONSERVATION CAMP
Mariposa, California 95335
(209) 966-3634

Population: 80. Located off Highway 49, approximately 10 miles from the town of Mariposa in the foothills of Sierra Nevada Mountains.

SUPERINTENDENT: Madelyn Nagazyna
LEAD TEACHER : Dennis Baker

PINE GROVE YOUTH CONSERVATION CAMP
Pine Grove, California 95665
(209) 296-7581

Population: 80. Located near Highway 88 in Amador County 9 miles east of the city of Jackson.

SUPERINTENDENT: Melvin Gebhardt
LEAD TEACHER : Patricia Turoonjian

WASHINGTON RIDGE YOUTH CONSERVATION CAMP
Washington Star Route
Nevada City, California 95959
(916) 265-4623

Population: 80. Located 7 miles northeast of Nevada City on Highway 20.

SUPERINTENDENT: Lloyd Cochran
LEAD TEACHER : Raul Romero

OAK GLEN YOUTH CONSERVATION CAMP
4100 Pine Bench Road
Yucaipa, California 92399
(714) 797-0196

Population: 80. Located 10 miles east of Yucaipa.

SUPERINTENDENT: Eldon Hite
LEAD TEACHER : Eric Hayden

Appendix F
 DEPARTMENT OF THE YOUTH AUTHORITY
 EDUCATIONAL STAFF

<u>INSTITUTIONS</u>	ACADEMIC TEACHERS	VOCATIONAL INSTRUCTORS	TEACHER ASSISTANTS	SCHOOL PSYCHOLOGISTS	LIBRARIANS
Northern Reception Center-Clinic	7	1	1	1	0
O. H. Close	22	7	6	1	1
Karl Holton	24	4	4	1	1
DeWitt Nelson	10	6	5	0	1
Preston	22	12	2	0	1
Southern Reception Center-Clinic	10	1	1	1	0
Fred C. Nelles	25	8	2	1	1
El Paso de Robles	19	3	6	1	1
Ventura	25	7	5	1	1
Youth Training School	33	44	6	1	1
S.P.A.C.E.	1	0	0	0	0
<u>PAROLE CENTERS</u>	9	0	0	0	0
<u>CAMPS</u>	<u>5</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTALS	212	93	38	8	8

Appendix G

IF YOU WANT MORE INFORMATION ON:

CONTACT:

1) Youth Authority Education Programs
academic, vocational, and junior
college

Trumbull W. Kelly, Administrator
Education Services Unit
3333 Williamsborough Drive
Sacramento, California 95823*
(916) 322-5654 or (ATSS) 492-5654

2) Family Life Program

Reva Green, Coordinator
Family Life and Survival Education Program
Education Services Unit
3333 Williamsborough Drive
Sacramento, California 95823*
(916) 322-5654 or (ATSS) 492-5654

3) Forestry Camp Programs

Don Detling, Supervisor
Correctional Education Program
Education Services Unit
3333 Williamsborough Drive
Sacramento, California 95823*
(916) 322-5654 or (ATSS) 492-5654

4) Right to Read Program

Dave Crosson, Coordinator
Right to Read Program
Education Services Unit
3333 Williamsborough Drive
Sacramento, California 95823*
(916) 322-5654 or (ATSS) 492-5654

5) ESEA, Title I
Compensatory Education Program

George Vidal, Supervisor
Compensatory Education Program
Education Services Unit
3333 Williamsborough Drive
Sacramento, California 95823*
(916) 445-8263 or (ATSS) 485-8263

6) Education Program

at a particular institution:

Supervisor of Education

at a parole center:

Teacher

at a camp:

Teacher

at a clinic:

Supervisor of Academic Instruction

7) Teacher Corps.

Gent Davis, Coordinator
O. H. Close School
7650 South Newcastle Road
Stockton, California 95206
(209) 944-6155

8) Student Aide Program

Ed Collins, Coordinator
O. H. Close School
7650 South Newcastle Road
Stockton, California 95206
(209) 944-6155

* Until January, 1977, office address is:

714 "P" Street, Room 792
Sacramento, California 95814

END