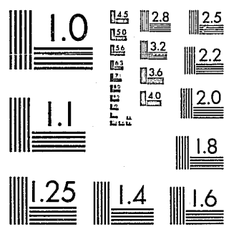

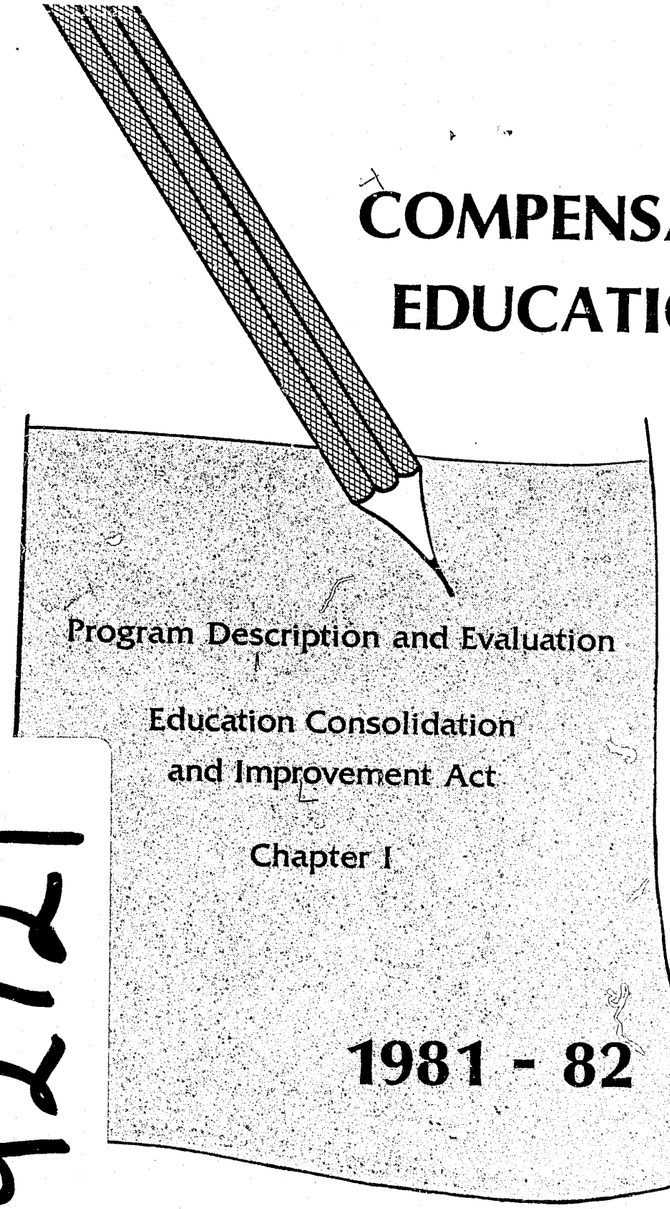

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I. INTRODUCTION

Chapter I of the Education Consolidation and Improvement Act of 1981, formerly Title I of the Elementary and Secondary Education Act (ESEA) has provided the Youth Authority with federal funds for Compensatory Education since 1967. These funds, provided by Public Law 89-750, are used to supplement the State-provided instruction for educationally disadvantaged students. ECIA services are offered to those students identified as the neediest of the needy before extending them to higher achievers.

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

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

II. PROGRAM DESCRIPTION

Administration

The California Department of Education has the primary responsibility for administering ECIA Chapter I funds. That department reviews, approves and regulates the remedial projects in all California agencies which receive ECIA funds to serve neglected or delinquent youth.

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

At the institutions, responsibility for the ECIA projects lies with the lead education supervisors. They, in turn, are assisted by ECIA project coordinators who are responsible for the daily management of the programs.

Program Components

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

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

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

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

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

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

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

In the reading and language classrooms, these materials and media might include primary use of structured programs such as the Lindamood, Laubach, THINK, Formula III Phonics, Prescribed Learning Corp. Learning System, or use of a more eclectic approach in selecting materials to meet a particular need. Media devices such as microcomputers, Aud-X, Flash-X, Dukane Projectors,

Controlled Readers and Language Masters, are also used. This year was the first time any Youth Authority ECIA program used microcomputers to assist with classroom instruction. In mathematics, manipulative activities, games, puzzles and small group construction projects are used to augment standard textbooks and pencil and paper exercises. In addition, most teachers in ECIA programs attempt to bring relevancy to the subject matter and to improve student motivation by incorporating elements of survival education into the curriculum.

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

School Settings

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

supplemented by this grant. Each camp has state-funded academic programs and a conservation program under the State Department of Forestry.

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

The information provided in Tables 1 and 2 shows the major characteristics of the ECIA educational components at each of the schools during Fiscal Year 1981-82. As indicated on the tables, most of the instruction in the institutions was conducted in a laboratory-type classroom to which students were sent from the regular classroom. However, in one of the institutions and all the camps, ECIA students attend the regular classroom, but are provided supplementary services through the use of a teaching assistant(s). As the data on Tables 1 and 2 also indicate, the achievement levels of students, the number of instructional hours per week, and staff/student ratio varied greatly among the institutions and camps.

Students

As a group, young people committed to the Youth Authority are severely disadvantaged academically. A profile of the typical Youth Authority ward, prepared annually by the Department's Division of Research, depicts a young man (only 4 percent of those committed during the 1981-82 fiscal years were female) 17.5 years old who has not graduated from high school and whose reading ability is some five grade levels below the average for his age and six grade levels below in mathematics.

TABLE 1

CHARACTERISTICS OF THE CHAPTER I, ECIA READING AND LANGUAGE ARTS PROGRAMS IN INSTITUTIONAL SCHOOLS, FISCAL YEAR 1981-82

SCHOOL	SETTING REGULAR CLASSROOM OR LAB (STUDENTS ATTEND SPECIAL CLASS)	MEAN TABE PRETEST TOTAL READING	MEAN TABE PRETEST ENGLISH MECHANICS	PARTICIPANTS CLASS HOURS PER WEEK	STAFF - STUDENT RATIO	METHOD OF INSTRUCTION
Northern Reception Center-Clinic	Regular Classrooms	Insufficient data available		5	1:4	Individualized diagnostic-prescriptive program.
O. H. Close School 1) under 6.5 2) over 6.5 3) ward aides	Regular Classrooms	 4.2 8.5 10.7	 4.3 8.2 9.2	approx. 4	1:6	Individualized diagnostic-prescriptive program using teaching assistants and student aides as tutors.
Karl Holton School	Lab (Reading/Language) Regular Classroom	5.0 5.0	4.7 4.7	3-4 3-4	1:5 1:8	Individualized diagnostic-prescriptive program locally developed.
DeWitt Nelson Training Center	Lab (Reading/Language)	6.2	4.1	5	1:6	Individualized diagnostic-prescriptive program with teacher-selected supplemental materials.
Preston School 1) Regular 2) Satellites	Lab Regular Classrooms	4.5 4.0	3.7 3.7	5 varies	LAB 1:6 Variable	Locally and commercially developed materials used in an individualized diagnostic-prescriptive program.
Southern Reception Center-Clinic	Regular Classroom	Insufficient data available		5	1:4	Individualized diagnostic-prescriptive program.
El Paso de Robles School	Lab	3.9 4.1 Lind	4.0 4.4 Lind	2/4 4	LAB 1:7 1:4	Individualized diagnostic-prescriptive program.
Fred C. Nelles School	Lab (Reading)	2.6		2	1:4	Individualized diagnostic-prescriptive program with selected materials.
	Lab (Language)		4.1	2	1:5	Language arts curriculum based on the use of multi-cultural materials.
Ventura School	Lab (Reading)	4.1		3 or 5	1:5	American Learning Corporation diagnostic-prescriptive reading program with supplementary materials.
	Lab (Language)		5.8	3 or 5	1:7	Individualized diagnostic-prescriptive program emphasizing writing skills.
Youth Training School	Lab (Reading)	4.0		5	1:6	American Learning Corporation diagnostic-prescriptive reading program along w/supplementary materials.
	Lab (Language)		4.0	5	1:6	Locally developed diagnostic-prescriptive system.
	Labs (Reading) Lang (Tech Related Skills)	5.1		3	1:4	Locally developed materials used in an individualized program.

TABLE 2

CHARACTERISTICS OF THE CHAPTER I, ECIA MATHEMATICS PROGRAMS IN INSTITUTIONAL SCHOOLS, FISCAL YEAR 1981-82

SCHOOL	SETTING	MEAN TABE PRETEST TOTAL MATH	PARTICIPANTS CLASS HOURS PER WEEK	STAFF - STUDENT RATIO	METHOD OF INSTRUCTION
Northern Reception Center-Clinic	Regular Classroom	Insufficient data available	5	1:4	Individualized diagnostic-prescriptive program
O. H. Close School 1. Under 6.5 2. Over 6.5 3. Ward Aides	Regular Classrooms	 4.6 8.2 10.5	4 (Approx)	1:6	Individualized diagnostic-prescriptive program using teaching assistant and student aides as tutors.
Karl Holton School	Regular Classrooms	5.1	3-4	1:6/1:9	Individualized prescriptive program instruction and group-oriented math activities using learning by doing technique and survival math.
DeWitt Nelson Training Center	Regular Classroom	5.6	5	1:8	Individualized diagnostic-prescriptive program.
Preston School 1. Regular 2. Satellites	Lab Regular Classrooms	5.0 4.7	5 varies	1:7 variable	Sequential individualized instruction using a diagnostic-prescriptive method.
Southern Reception Center-Clinic	Regular Classroom	Insufficient data available	5	1:5	Individualized diagnostic-prescriptive program.
El Paso de Robles School	Lab Regular Classroom	4.9 4.9	2 2/4	1:4 1:8	Individualized diagnostic-prescriptive program.
Fred C. Nelles School	Lab	3.8	2	1:2	Locally-developed individualized diagnostic-prescriptive system.
Ventura School	Lab	4.5	3 or 5	1:5	Individualized diagnostic-prescriptive program.
	Lab	4.2	5	1:6	Individualized diagnostic-prescriptive program using IMTS and Holt math programs.
Youth Training School	Labs (Technical Related Skills)	5.1	3	1:4	Locally-developed materials used in an individualized program.

In addition to poor school performance, the wards have a history of other difficulties which may negatively influence their ability to learn. These other difficulties include criminal activities, economic hardships, family instability and negative peer influences. Research records show that some two-thirds of all Youth Authority commitments come from neighborhoods not considered highly delinquent, and more than half of the wards come from neighborhoods considered average or above average economically. However, over 50 percent have at least one sibling or parent with a criminal or delinquent background, 70 percent come from broken homes, and about thirty-five percent come from homes where all or part of the family income came from public assistance.

From this group of disadvantaged students, staff in the Chapter I program select slightly less than half for inclusion in the compensatory education program.

These are students who meet the ECIA eligibility criteria which mandate that participants be less than 21 years old and not high school graduates. Within these limits, students are selected to receive services on the basis of their achievement levels as measured by the Test of Adult Basic Education (TABE). Those students with scores in the lowest quartile are given the highest priority for selection and students from the other quartiles are included as resources permit. Because of this selection process, the average Chapter I student is a half year younger than the general Youth Authority population (16.9 years vs. 17.5) and two grade levels lower in reading and one grade lower in mathematics than that of the overall Youth Authority population.

The characteristics of the Chapter I students selected during the 1981-82 year for the basic education components of reading, language and mathematics are summarized on Table 3. The total number of students served by each component includes students who received instruction in more than one subject area. Therefore, depending upon the number of components in which each ward participated, the unduplicated number of participants is less than the total of participants in all components.

TABLE 3

CHARACTERISTICS OF CHAPTER I, ECIA STUDENTS
IN READING, LANGUAGE, AND MATHEMATICS PROGRAMS
FISCAL YEAR 1981-82

Descriptive Element	Includes All Students at O. H. Close			Excludes O. H. Close Students PreTesting Over 6.5 and Ward Aides		
	Reading	Language	Math	Reading	Language	Math
Number Served 1981-82**	1,577	1,259	1,685	1,434	1,164	1,570
Ethnicity (in percentages)						
White	24	28	25	20	25	22
Spanish Speaking/Surnamed	30	28	29	31	29	30
Black	44	41	44	47	43	46
Other	2	3	2	2	3	2
Average Age	16.9	16.7	17.0	17.0	16.7	17.0
Average Achievement						
Grade Level at Entry*	5.1	5.0	5.4	4.8	4.7	5.1
Time in Program (in percent)						
Less than 3 months	12	12	13	13	13	13
3-6 months	37	37	41	35	36	40
7-12 months	35	35	32	36	36	32
13 or more	16	16	15	16	16	14

* Based on the revised edition (1976) of the Test of Adult Basic Skills (TABE).
** Only those reported leaving ECIA during 1981-82.

Staff

During the 1981-82 Fiscal Year, the California Youth Authority Chapter I project had 111½ site positions. This total did not include the four volunteers to Chapter I programs in the institutions. Table 4 indicates the number and type of site staff who worked in the project.

Ninety-two percent of the staff served the wards in some capacity whereas the remaining eight percent were clerks who served in support services. Forty-six percent of the staff were teaching assistants. One institution had a full-time coordinator, and two institutions had a teacher serving half time as a coordinator. Wards served as aides. Most of the ward aides participating in the education programs were at O. H. Close School and trained as classroom peer tutors.

TABLE 4

CHAPTER I, ECIA SITE POSITIONS
FISCAL YEAR 1981-82

	Total Position	Percent
Teacher/Coordinator	2	2
Coordinator	1	1
Teacher	20	18
Teaching Assistant	51	46
Ward Aides	28	25
Clerical	9.5	8
Total	111.5	100
(Volunteers)	4	

Note: Site positions are funded by ECIA (except volunteers) during 1981-82.

The classification and funding source of all staff serving in the ECIA program during 1979-80, 1980-81 and 1981-82 (both in the institutions and the Central Office) appears in Table 5. The funding sources of the State and ECIA teaching positions for the past two years shifted primarily from that of the State to ECIA in Chapter I programs.

TABLE 5

CHAPTER I, ECIA AND STATE-FUNDED STAFF AND VOLUNTEERS WORKING IN ECIA PROGRAMS
FISCAL YEAR 1979-80, 1980-81 AND 1981-82

CLASSIFICATIONS	ECIA FUNDED			STATE FUNDED			TOTAL		
	79-80	80-81	81-82	79-80	80-81	81-82	79-80	80-81	81-82
Teaching Assistant	34	37	51	0	0	0	34	37	51
Teacher	9	17	20	24	16	19	33	33	39
Teacher/Coordinator	3	5	3	1	1	7	4	6	10
Supervisors of Academic	*	*	0	*	*	5	*	*	5
Clerical	10.5	10.5	13	0	0	.5	10.5	10.5	13.5
Ward Aide	38	24	28	20	20	20	58	44	48
Program Supervisor	2	2	2	0	0	0	2	2	2
Research Evaluation Sup	1	1	1	0	0	0	1	1	1
Program Evaluator	1	1	1	0	0	0	1	1	1
Reading Specialist	1	1	1	0	0	0	1	1	1
Volunteers	2	2	4	0	0	0	2	2	4
TOTAL	101.5	100.5	124	45	37	51.5	146.5	137.5	175.5

* Included in 1981-82 only

Budget

Budget allocations for the past three-year cycle appear in Table 6 along with the number of participants and the cost per participant per year. The total budget increased the first two years and decreased this past year. However, the number of participants have increased each of the three years. The cost per participant was the lowest this past year, 1981-82 and has been decreasing the past three years. This decrease results from constant efforts by monitoring staff to increase participants. As Table 6 also indicates, the percentage of total available funds allocated to the institutions compares closely with the percentage of participants at each institution. However, the cost per participant figure are significantly affected by counting all the students in ECIA classrooms which have State-funded teachers. Therefore, the percentage of wards served in those institutions having state teachers in ECIA programs and the percentage of total ECIA population served is much higher than and disproportionate to the other institutions which do not have State teachers serving ECIA classrooms.

A yearly count of eligibles is used as the basis to determine site allocations for the following year's programs. Emphasis is placed on serving the most educationally deprived of the eligible students (those in the lowest quartile based on achievement testing), and extending services to the next quartile of students as resources permit. As indicated in Table 7, the percentage of eligibles served since Fiscal Year 1979-80 has increased each year. During this last Fiscal Year, 1981-82, 47 percent of all eligibles were served. As indicated by this percentage, services were extended to the next quartile.

Other than those sites serving all eligibles, only two institutions, Dewitt Nelson and Youth Training School, and two camps, Mt. Bullion and Oak Glen, served approximately half of their eligibles. Karl Holton, Preston and Nelles served fewer of their eligibles this year than last year.

TABLE 6

TOTAL BUDGET PER INSTITUTION, PERCENTAGE OF BUDGET ALLOCATED PER INSTITUTION
AND
AVERAGE COST PER PARTICIPATING STUDENT
FISCAL YEARS 1979-80, 1980-81 AND 1981-82

INSTITUTIONS	BUDGET ALLOCATION						PARTICIPANTS AS OF MARCH 1						COST PER PARTICIPANT		
	1979-80		1980-81		1981-82		1979-80		1980-81		1981-82		1979-80	1980-81	1981-82
	%	$	%	$	%	$	%	#	%	#	%	#	$	$	$
Northern Reception Center-Clinic			1	20,455	1	19,569			2	29	2	41		705	477
O. H. Close School	16	232,831	11	183,572	13	197,937	16	172	15	211	23	400**	1,354	870	495
DeWitt Nelson Training Center	8	115,030	6	101,192	6	96,200	4	44	4	56	6	107	2,614	1,807	899
Karl Holton School	14	208,930	10	163,027	10	155,199	14	150	11	149	9	147	1,393	1,094	1,056
Preston School	16	233,091	11	181,857	9	135,046	8	93	11	150	7	126	2,506	1,212	1,072
Southern Reception Center-Clinic			3	49,646	3	47,879			3	46	3	46		1,079	1,041
El Paso de Robles School	12	185,941	11	184,672	13	200,376	15	170	11	148	10	175	1,094	1,248	1,145
Fred C. Nelles School	16	233,615	14	224,362	13	193,027	19	207	14	193	10	163	1,129	1,162	1,184
Ventura School	125	185,288	11	181,457	10	148,461	13	138	10	138	8	140	1,343	1,315	1,060
Youth Training School	6	94,427*	22	366,752	17	255,842	11	125	19	260	17	298	755	1,411	859
Washington Ridge					1	19,569					1	20			978
Pine Grove					1	19,569					1	18			1,087
Mt. Bullion					1	19,569					1	18			1,087
Fenner Canyon					1	19,569					1	21			932
Oak Glen					1	19,569					1	17			1,151
TOTAL (100%)		1,489,153		1,656,992		1,547,381	100	1,099	100	1,380	100	1,716	1,355	1,201	902

* $281,283 was allocated to the Youth Training School. However, institution's administrators decided to use only $94,427. Remaining funds were used for centralized services, indirect costs and reinstatement in February 1980 of Chapter I services at the Southern Reception Center-Clinic.

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

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

TABLE 7

NUMBER OF ELIGIBLES AND PARTICIPANTS, THE NUMBER OF ELIGIBLES IN LOWEST QUARTILE(S)
AND
THE PERCENT OF ELIGIBLES SERVED BY ECIA, CHAPTER I FUNDS
FISCAL YEARS 1979-80, 1980-81 AND 1981-82

INSTITUTIONS	ELIGIBLES AS OF MARCH 1			ELIGIBLES IN LOWEST TWO QUARTILE(S)			PARTICIPANTS AS OF MARCH 1			PERCENTAGE OF ELIGIBLES SERVED		
	1979-80	1980-81	1981-82	1979-80	1980-81	1981-82	1979-80	1980-81	1981-82	1979-80	1980-81	1981-82
Northern Reception Center-Clinic	-	37	41		18	20		29	41		78	100
O. H. Close School	353	399	400	176	200	200	172	211	400	49	53	100
DeWitt Nelson Training Center	200	173	222	100	86	111	44	56	107	22	32	48
Karl Holton School	327	308	351	163	154	176	150	149	147	46	48	42
Preston School	368	327	305	184	163	152	93	150	126	25	46	41
Southern Reception Center-Clinic	-	46	46		23	23		46	46		100	100
El Paso de Robles School	392	405	404	196	202	202	170	148	175	43	37	43
Fred C. Nelles School	424	457	509	212	228	254	207	193	163	49	42	32
Ventura School	274	353	353	137	176	176	138	138	140	50	39	40
Youth Training School	574	617	623	287	308	311	125	260	298	22	42	48
Washington Ridge			53			26			20			38
Pine Grove			45			22			18			40
Mt. Bullion			36			18			18			50
Fenner Canyon			66			33			21			32
Oak Glen			26			13			17			65
TOTAL	2,912	3,122	3,480	1,455	1,558	1,627	1,099	1,380	1,622	38	44	47

___ Approximately 50% or more participated

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

III. EVALUATION OF COMPONENTS

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

Compliance monitoring is conducted in two ways. The staff at each institution and camp reports monthly to Central Office on how they perceive the implementation of their ECIA components is complying with the regulations and the program implementation plans stated in the application. In addition, Central Office staff conduct legal monitoring at the institutions four times a year. Program monitoring is conducted three times a year by the evaluation staff to determine whether the program objectives are being met. Both program and compliance monitoring are designed to provide feedback to institutions and camps.

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

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

Instructional Components

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

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

The 1969 edition of the TABE, which was used prior to 1980-81 yields six subtest scores: reading vocabulary and comprehension, mathematics computations and concepts and English mechanics and spelling. However, since fiscal year 1980-81, the revised edition (1976) of the TABE has been used by the California Youth Authority. In addition to the six subtests listed above, CYA now uses total reading and mathematics scores.

The average pretest scores shown on Table 8 indicate the low levels of achievement typical of Chapter I students. Only students at one institution had average pretest scores in reading greater than the 6.0 grade level and only students at one camp had average pretest scores in math greater than 6.0 grade level. None of the institutions or camps had an average pretest score greater than 6.0 in language. Two institutions had an average pretest score greater than 6.0 in Spelling. The mean pretest scores for the total group of students were 4.3 for Total Reading, 4.7 for Total Mathematics, 4.4 for English Mechanics and 4.7 for Spelling.

TABLE 8

AVERAGE TABE PRETEST LEVEL, GAINS PER MONTH IN PROGRAM AND LENGTH OF TIME IN PROGRAM FOR CHAPTER I STUDENTS
FISCAL YEAR 1981-82

	TOTAL READING				TOTAL MATH				ENGLISH MECHANICS				SPELLING			
SCHOOLS	N	MEAN PRETEST	GPM*	MO. IN PROGRAM	N	MEAN PRETEST	GPM*	MO. IN PROGRAM	N	MEAN PRETEST	GPM*	MO. IN PROGRAM	N	MEAN PRETEST	GPM*	MO. IN PROGRAM
A	4	*	*	17.9	4	*	*	17.9	4	*	*	17.9	4	*	*	17.9
B	137	4.2	1.5	9.1	165	4.6	1.2	8.7	130	4.3	.9	8.6	117	4.1	1.0	8.6
C	71	5.0	1.1	8.3	72	5.1	1.5	8.2	46	4.7	1.4	8.2	45	5.0	1.1	8.2
D	20	6.2	1.3	8.0	23	5.6	1.6	7.9	19	4.1	1.2	8.9	10	6.4	1.4	8.9
E	55	4.5	1.9	7.6	66	5.0	1.6	8.3	10	3.7	1.2	6.7	10	4.2	.9	6.7
E	23	4.0	2.1	10.3	28	4.7	1.5	9.9	12	3.7	2.2	8.0	12	3.9	1.2	8.0
F	3	*	*	7.1	3	*	*	7.1	3	*	*	7.1	3	*	*	7.1
G	70	3.9	.6	9.2	141	4.9	1.5	7.9	44	4.0	1.0	9.5	44	4.1	.7	9.5
G	19	4.1	2.0	7.5					11	4.4	1.9	6.2	11	4.5	.9	6.2
H	62	2.6	.7	10.6	57	3.7	.2	8.9	42	4.2	1.1	9.3	42	4.4	.8	9.3
I	72	4.0	1.5	8.5	78	4.5	1.8	8.4	68	5.7	1.8	8.5	68	6.2	.9	8.5
J	68	3.9	1.6	8.8	77	4.3	1.4	8.2	37	4.0	1.2	9.5	36	3.9	1.1	9.5
J	13	5.1	.8	7.2	14	5.0	1.0	7.3	1	*	*	6.0	1	*	*	6.0
K	5	*	*	6.2	5	*	*	6.2	3	*	*	7.3	3	*	*	7.3
L	14	5.5	1.5	5.9	12	6.2	2.5	6.0								
M	5	*	*	8.3	1	*	*	6.7	4	*	*	8.1	4	*	*	8.1
N	9	*	*	5.8	12	5.2	.8	5.9	2	*	*	6.1	1	*	*	6.1
O**																
TOTAL	660	4.3	1.3	8.7	760	4.7	1.3	8.3	427	4.4	1.3	8.6	411	4.7	1.0	8.6

* GPM is the average number of months gained per month in program per student. The average is not presented for programs with less than 10 pre-post matched tests.
** One camp did not submit any report of scores for ECIA tabulation.

The pretest scores also show the wide variation in student population from one school to another. The mean pretest scores ranged almost four grade levels from a low of 2.6 grade level in reading at School H to a high of 6.2 grade level in reading at School D. The largest variation on the pretests was in reading. The assignment procedures at institutions or camps somewhat effect pretest levels at each site.

The average length of time between pre- and post-tests in the programs also varied among the schools. Average time between tests ranged from 5.8 to 17.9 months with an overall average of 8.7 months for reading, 8.3 months for mathematics and 8.6 months for language and spelling. The average number of months between pre- and post-tests is considerably more this year than last year because the effect of changing tests decreased during 1981-82. Since California Youth Authority changed to the 1976 revised edition of the TABE in July, 1980 and the old edition scores could not be converted, the data on wards pretested prior to July 1980 could not be included in the data obtained on wards during 1980-81 fiscal year. In addition, wards are being incarcerated longer, and at some sites all students are participants and therefore continue in the ECIA program(s) until transferred or paroled.

The average gain scores reported on Table 9 indicate that the gains on all tests were equal to or greater than the national standard of one month per month in the program and met the project's objective of 1.1 month gain for each month in the program on all tests but one, spelling. The greatest gains were made in reading comprehension and math concepts.

TABLE 9

ACHIEVEMENT GAINS OF CHAPTER I, ECIA STUDENTS ON THE TABE
FISCAL YEAR 1981-82

SUBTEST	NUMBER OF STUDENTS*	AVERAGES***			
		PRE-TEST GRADE LEVEL	POST-TEST GRADE LEVEL	MONTHS GAINED PER MONTH	MONTHS IN PROGRAM
Reading:					
Vocabulary	664	4.3	5.0	1.1	8.7
Comprehension	660	4.2	5.3	1.6	8.7
TOTAL READING	660	4.3	5.1	1.3	8.7
Math:					
Computation	760	5.0	5.9	1.3	8.3
Concepts	760	4.3	5.3	1.4	8.3
TOTAL MATH	760	4.7	5.6	1.3	8.3
Language: **					
English Mechanics	427	4.4	5.3	1.3	8.6
Spelling	411	4.7	5.3	1.0	8.6

Results are based on the Test of Adult Basic Skills, Levels E, M, and D.

* Students included were those who left the ECIA program during the 1981-82 fiscal year.
** Based on Levels M and D only. E Level does not have subtests for English Mechanics and Spelling.
*** Because norms for total subtest scores were developed separately, the total scores are sometimes slightly different from what would be expected by observing subtest scores.

Note: This table excludes O. H. Close students pretesting over 6.5 and ward aides.

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

The O. H. Close School program provides ECIA services to all of the wards in attendance. Table 10 demonstrates the adverse impact on the total rates of gain when all O. H. Close participants are included in the ECIA population. However, the ECIA teachers focus their redmedial efforts on the "neediest" students i.e., those pretesting under 6.5 grade level, which may partially explain why the higher pretesting students have smaller gains.

The 22 ward aides (a selected group of wards who receive special attention such as tutorial training) gained at a rate slightly higher than the average ECIA participant. By excluding the O. H. Close high pretest groups and ward aides, the population discussed in this report is more typical both in terms of student characteristics and treatment received.

TABLE 10

ACHIEVEMENT SCORE DATA
EFFECT OF INCLUDING O. H. CLOSE STUDENTS
PRETESTING OVER 6.5 AND WARD AIDES, FISCAL YEAR 1981-82

TABE TEST	Months Gained per Month in Program							
	All ECIA Students Tested		ECIA Students (excluding Close students pretesting over 6.5 and ward aides)		Close Students Pretesting Over 6.5		Close Ward Aides	
	N	GPM*	N	GPM*	N	GPM*	N	GPM*
Reading								
Vocabulary	790	1.0	664	1.1	104	.5	22	.9
Comprehension	786	1.5	660	1.6	104	.7	22	1.1
Total Reading	786	1.2	660	1.3	104	.6	22	1.0
Mathematics								
Computations	858	1.3	760	1.3	76	.8	22	.8
Concepts	858	1.4	760	1.4	76	.6	22	2.2
Total Math	858	1.3	760	1.3	76	.7	22	1.5
Language								
English	509	1.2	427	1.3	60	.4	22	2.8
Spelling	507	.8	411	1.0	74	.3	22	.5
Average of Averages		1.2		1.3		.6		1.4

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

The effects of pretest grade level of students on average gains for Fiscal Year 1981-82 at each school is reported on Tables 11 through 19. With the exception of reading, average gain scores replicate findings of past evaluations, which have shown that students with the lowest pretest levels tend to make the greatest overall gains in Chapter I programs. This finding, shown graphically in Figure 1, has been explained as the possible result of one or a combination of several factors. One factor is the statistical artifact "regression toward the mean," which is the tendency of students who obtain scores which are very high or low on a pretest to score closer to the mean of all students upon retesting. This phenomenon occurs even in the absence of any instruction or other "treatment" which might influence scores.

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

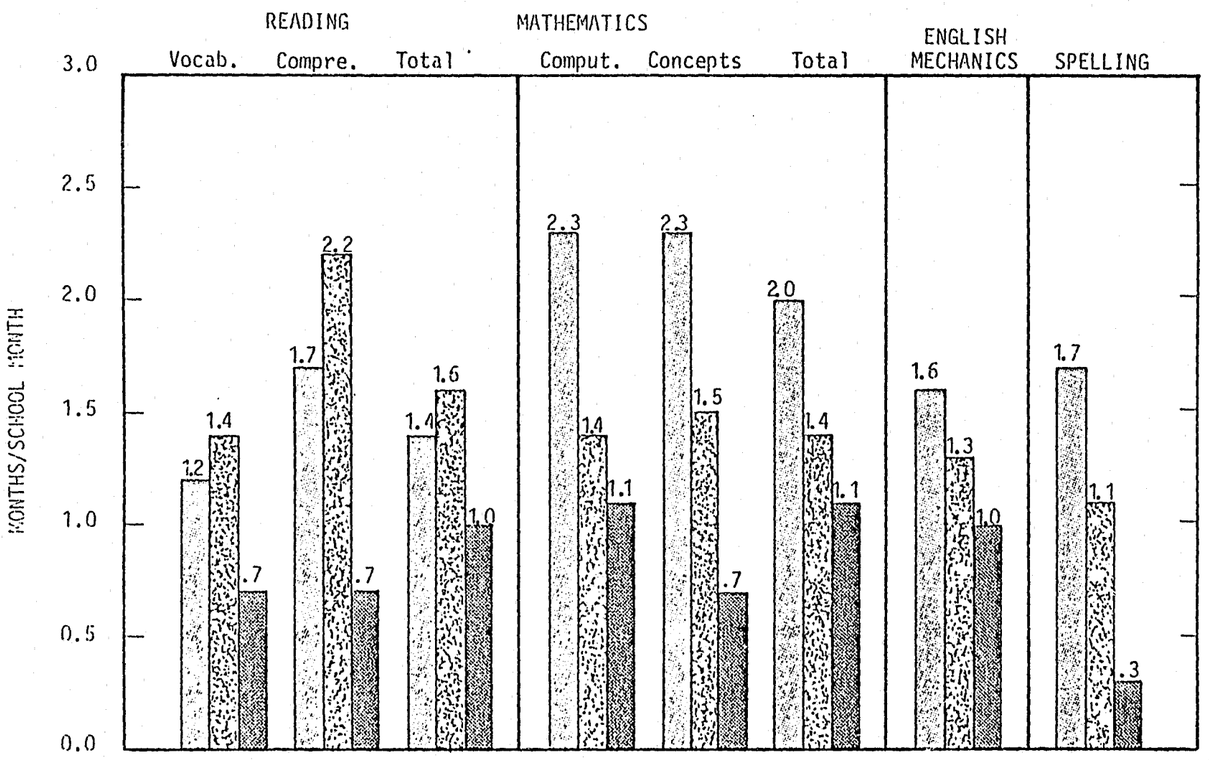
The greater gain scores in reading for those students scoring in the middle group (3.1 to 5.0 pretest scores) could be a reflection of the lack of adequate materials and teaching techniques needed to deal with the very remedial student.

Tables 12 through 19 also draw attention to the fact that variations between programs in schools and student characteristics create sizable differences in achievement gains. For example, the gain scores in reading comprehension for the three levels of pretest groups vary among programs as much as 2.2 months for each month in the program.

Figure 1

AVERAGE MONTHS GAIN BY LEVELS OF PRETEST SCORES

As Measured by the TABE for FISCAL YEAR 1981-82



Pretest Grade Levels

1.0-3.0 3.1-5.0 5.1 and above

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

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

TABLE 11

SUMMARY OF AVERAGE RATE OF GAIN IN TABE SCORES
BY PRETEST LEVEL, FOR CHAPTER I, ECIA STUDENT
FISCAL YEAR 1981-82

PRETEST LEVELS	1.0 to 3.0		3.1 to 5.0		5.1 or more		Total	
	N	GPM*	N	GPM*	N	GPM*	N	GPM*
Reading								
Vocabulary	206	1.2	250	1.4	208	.7	664	1.1
Comprehension	189	1.7	275	2.2	196	.7	660	1.6
Total	187	1.4	246	1.6	227	1.0	660	1.3
Mathematics								
Computation	64	2.3	326	1.4	370	1.1	760	1.3
Concepts	174	2.3	332	1.5	254	.7	760	1.4
Total	86	2.0	356	1.4	320	1.1	760	1.3
Language								
English	94	1.6	203	1.3	130	1.0	427	1.3
Spelling	73	1.7	221	1.1	117	.3	411	1.0
Average of averages		1.8		1.5		.8		1.3

* GPM is the average number of months gained per mont n program per student.

TABLE 12

READING VOCABULARY
AVERAGE RATE OF GAIN IN TABE SCORES BY
PRETEST LEVEL FOR CHAPTER I, ECIA STUDENT
FISCAL YEAR 1981-82

Schools	PRETEST LEVELS							
	1.0 to 3.0		3.1 to 5.0		5.1 or More		Total	
	N	GPM**	N	GPM**	N	GPM**	N	GPM**
A			2	*	2	*	4	*
B	38	1.2	52	1.7	49	.8	139	1.3
C	13	.7	22	1.4	36	.1	71	.6
D	5	*	3	*	13	.6	21	1.2
E	14	1.5	18	2.2	23	1.0	55	1.5
E	9	*	7	*	7	*	23	1.8
F					3	*	3	*
G	24	.5	34	.7	12	.1	70	.5
G	6	*	8	*	5	*	19	1.9
H	45	.7	15	.2	2	*	62	.6
I	17	2.0	39	1.1	16	1.0	72	1.3
J	26	1.7	37	1.6	16	.8	79	1.5
J	3	*	2	*	8	*	13	.6
K	1	*	2	*	2	*	5	*
L	2	*	4	*	8	*	14	1.3
M	1	*	4	*			5	*
N	2	*	1	*	6	*	9	*
O								
TOTAL	206	1.2	250	1.4	208	.7	664	1.1

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

TABLE 13

READING COMPREHENSION
AVERAGE RATE OF GAIN IN TABE SCORES BY
PRETEST LEVEL FOR CHAPTER I, ECIA STUDENT
FISCAL YEAR 1981-82

Schools	PRETEST LEVELS							
	1.0 to 3.0		3.1 to 5.0		5.1 or More		Total	
	N	GPM**	N	GPM**	N	GPM**	N	GPM**
A	1	*	3	*			4	*
B	41	2.6	55	2.1	41	.5	137	1.8
C	14	3.2	23	2.1	34	1.1	71	1.9
D	3	*	5	*	12	.1	20	1.6
E	12	2.6	23	3.1	20	.9	55	2.2
E	6	*	11	2.8	6	*	23	2.2
F			1	*	2	*	3	*
G	23	.8	28	1.2	19	.2	70	.8
G	3	*	14	2.2	2	*	19	2.2
H	41	.5	19	1.2	2	*	62	.7
I	16	1.8	41	2.2	15	.9	72	1.9
J	21	1.4	38	2.4	19	1.4	78	1.9
J	2	*	5	*	6	*	13	1.2
K	2	*	1	*	2	*	5	*
L	1	*	3	*	10	.4	14	1.4
M	1	*	1	*	3	*	5	*
N	2	*	4	*	3	*	9	*
O								
TOTAL	189	1.7	275	2.2	196	.7	660	1.6

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

TABLE 14

TOTAL READING
AVERAGE RATE OF GAIN IN TABE SCORES BY
PRETEST LEVEL FOR CHAPTER I, ECIA STUDENT
FISCAL YEAR 1981-82

Schools	PRETEST LEVELS							
	1.0 to 3.0		3.1 to 5.0		5.1 or More		Total	
	N	GPM**	N	GPM**	N	GPM**	N	GPM**
A			3	*	1	*	4	*
B	32	1.8	52	1.7	53	1.2	137	1.5
C	14	2.0	19	2.0	38	.4	71	1.1
D	3	*	3	*	14	.8	20	1.3
E	12	1.7	19	2.7	24	1.3	55	1.9
E	7	*	9	*	7	*	23	2.1
F					3	*	3	*
G	24	.6	27	.6	19	.7	70	.6
G	5	*	9	*	5	*	19	2.0
H	43	.6	17	.9	2	*	62	.7
I	16	2.0	40	1.5	16	1.2	72	1.5
J	22	1.9	39	1.6	17	1.1	78	1.6
J	3	*	1	*	9	*	13	.8
K	2	*	1	*	2	*	5	*
L	1	*	5	*	8	*	14	1.5
M	1	*	1	*	3	*	5	*
N	2	*	1	*	6	*	9	*
O								
TOTAL	187	1.4	246	1.6	227	1.0	660	1.3

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

TABLE 15

MECHANICS OF ENGLISH
AVERAGE RATE OF GAIN IN TABE SCORES BY
PRETEST LEVEL FOR CHAPTER I, ECIA STUDENT
FISCAL YEAR 1981-82

Schools	PRETEST LEVELS							
	1.0 to 3.0		3.1 to 5.0		5.1 or More		Total	
	N	GPM**	N	GPM**	N	GPM**	N	GPM**
A	1	*	2	*	1	*	4	*
B	28	1.5	66	.8	36	.7	130	.9
C	7	*	24	.9	15	1.5	46	1.4
D	1	*	8	*	1	*	10	1.2
E	3	*	6	*	1	*	10	1.6
E	4	*	6	*	2	*	12	2.2
F	1	*	2	*			3	*
G	15	1.2	21	1.1	8	*	44	1.0
G	3	*	5	*	3	*	11	1.9
H	12	1.1	20	1.4	10	.7	42	1.2
I	7	2.3	17	2.5	44	1.5	68	1.8
J	9	*	21	1.8	7	*	37	1.2
J	1	*					1	*
K	1	*	1	*	1	*	3	*
L								
M			4	*			4	*
N	1	*			1	*	2	*
O								
TOTAL	94	1.6	203	1.3	130	1.0	427	1.3

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

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

TABLE 16

SPELLING
AVERAGE RATE OF GAIN IN TABE SCORES BY
PRETEST LEVEL FOR CHAPTER I, ECIA STUDENT
FISCAL YEAR 1981-82

Schools	PRETEST LEVELS							
	1.0 to 3.0		3.1 to 5.0		5.1 or More		Total	
	N	GPM**	N	GPM**	N	GPM**	N	GPM**
A	1	*	2	*	1	*	4	*
B	19	1.6	78	1.0	20	.3	117	1.0
C	4	*	28	.7	13	1.2	45	1.1
D	1	*	2	*	7	*	10	1.4
E	4	*	4	*	2	*	10	.9
E	5	*	5	*	2	*	12	1.2
F	1	*	1	*	1	*	3	*
G	9	*	28	1.1	7	*	44	.7
G	2	*	7	*	2	*	11	.9
H	10	1.4	22	1.2	10	-.7	42	.8
I	3	*	25	1.9	40	.3	68	.9
J	1	*					1	*
K			1	*	2	*	3	*
L								
M			1	*	3	*	4	*
N					1	*	1	*
O								
TOTAL	73	1.7	221	1.1	117	.3	411	1.0

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

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

TABLE 17

MATH COMPUTATIONS
AVERAGE RATE OF GAIN IN TABE SCORES BY
PRETEST LEVEL FOR CHAPTER I, ECIA STUDENT
FISCAL YEAR 1981-82

Schools	PRETEST LEVELS							
	1.0 to 3.0		3.1 to 5.0		5.1 or More		Total	
	N	GPM**	N	GPM**	N	GPM**	N	GPM**
A			1	*	3	*	4	*
B	16	2.8	77	1.3	72	.8	165	1.2
C	1	*	26	2.2	45	.6	72	1.2
D	3	*	6	*	14	1.6	23	1.6
E	4	*	23	1.2	39	1.3	66	1.6
E	4	*	9	*	15	1.0	28	1.4
F			2	*	1	*	3	*
G	4	*	64	1.6	73	1.6	141	1.6
G					1	*	1	*
H	12	.1	36	.2	9	*	57	.2
I	11	2.3	27	1.8	40	1.4	78	1.6
J	7	*	41	1.7	29	.9	77	1.5
J	1	*	4	*	9	*	14	1.4
K			2	*	3	*	5	*
L	1	*	2	*	9	*	12	3.3
M					1	*	1	*
N			6	*	6	*	12	.7
O								
TOTAL	64	2.3	326	1.4	370	1.1	760	1.3

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

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

TABLE 18

MATH CONCEPTS
AVERAGE RATE OF GAIN IN TABE SCORES BY
PRETEST LEVEL FOR CHAPTER I, ECIA STUDENT
FISCAL YEAR 1981-82

Schools	PRETEST LEVELS							
	1.0 to 3.0		3.1 to 5.0		5.1 or More		Total	
	N	GPM**	N	GPM**	N	GPM**	N	GPM**
A			1	*	3	*	4	*
B	36	2.8	57	1.6	72	.5	165	1.4
C	11	3.6	33	1.8	28	1.7	72	2.0
D	4	*	6	*	13	1.0	23	1.6
E	15	2.7	20	1.6	31	1.3	66	1.7
E	7	*	12	1.3	9	*	28	1.8
F			2	*	1	*	3	*
G	27	2.5	73	1.5	41	.8	141	1.5
G			1	*			1	*
H	29	.3	24	.1	4	*	57	.2
I	18	2.6	47	2.2	13	1.1	78	2.1
J	21	2.9	40	1.3	16	1.0	77	1.3
J	4	*	5	*	5	*	14	.6
K			2	*	3	*	5	*
L	1	*	4	*	7	*	12	1.9
M			1	*			1	*
N	1	*	4	*	7	*	12	1.5
O								
TOTAL	174	2.3	332	1.5	254	.7	760	1.4

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

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

TABLE 19

TOTAL MATH
AVERAGE RATE OF GAIN IN TABE SCORES BY
PRETEST LEVEL FOR CHAPTER I, ECIA STUDENT
FISCAL YEAR 1981-82

Schools	PRETEST LEVELS							
	1.0 to 3.0		3.1 to 5.0		5.1 or More		Total	
	N	GPM**	N	GPM**	N	GPM**	N	GPM**
A			1	*	3	*	4	*
B	19	2.0	76	1.5	70	.8	165	1.2
C	2	*	31	1.7	39	1.2	72	1.5
D	3	*	6	*	14	1.8	23	1.6
E	7	*	25	1.1	34	1.5	66	1.6
E	6	*	7	*	15	1.3	28	1.5
F			2	*	1	*	3	*
G	6	*	67	1.3	68	1.5	141	1.5
G			1	*			1	*
H	19	0	31	.3	7	*	57	.2
I	9	*	49	2.2	20	.5	78	1.8
J	12	3.5	46	1.1	19	1.0	77	1.4
J	1	*	7	*	6	*	14	1.0
K			2	*	3	*	5	*
L	2	*	2	*	8	*	12	2.4
M					1	*	1	*
N			3	*	9	*	12	.8
O								
TOTAL	86	2.0	356	1.4	320	1.1	760	1.3

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

Historically, a highly negative correlation between time in program and average achievement gain per month has existed for ECIA programs. This negative correlation was again clearly evident in 1981-82 for all eight TABE test scores. The greater average rates of gain for students with shorter time in program has been explained as a function of the normal learning progression shown graphically in Figure 2. The learning curve shows that increments of achievement should be acquired rapidly when first receiving remedial instruction but taper sharply to a gradual increase after being in the program over a period of time. This phenomenon could reflect the fewer skills which must be acquired at the earlier stages of learning to achieve a unit of gain than at later stages (or higher grade levels). Average gains effected by length of participation in the program are shown in Tables 20 through 28.

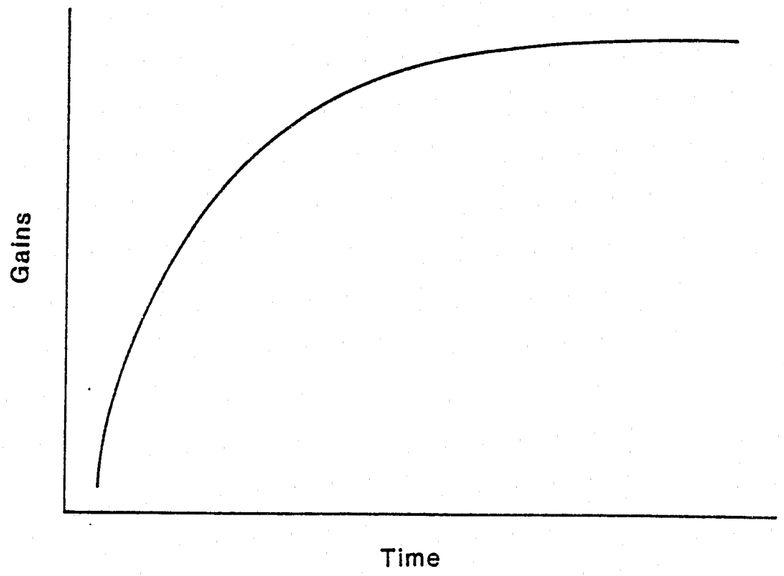
Students in ECIA programs for 3 to 6 months showed average achievement gains of 1.8 months per month in program. Students in program 7 to 12 months gained at the rate of 1.1 months per month, and students in more than a year dropped to a gain of .6 months per month in program.

1980-81 had been an exception to this trend, possibly because it was a transition year test-wise and the N was much smaller.

Apparently, the ECIA program has considerable initial impact on achievement scores, but subsequent positive impact on scores becomes much more difficult.

Figure 2

Learning Curve Showing Relationship Between Achievement Gains and Time in Program



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

TABLE 20

SUMMARY OF AVERAGE MONTHS GAINED PER MONTH IN PROGRAM BY MONTHS IN PROGRAM, FOR CHAPTER I, ECIA STUDENTS, FISCAL YEAR 1981-82

TABE TEST	MONTHS IN PROGRAM							
	3 to 6		7 to 12		13 or More		Total	
	N	GPM *	N	GPM *	N	GPM *	N	GPM *
Reading								
Vocabulary	261	1.6	282	.9	121	.5	664	1.1
Comprehension	258	2.3	281	1.4	121	.7	660	1.6
Total Reading	258	1.9	281	1.1	121	.6	660	1.3
Mathematics								
Computations	342	1.8	292	1.1	126	.6	760	1.3
Concepts	342	1.8	292	1.2	126	.8	760	1.4
Total Math	342	1.8	292	1.1	126	.6	760	1.3
Language								
English	173	1.9	180	1.0	74	.6	427	1.3
Spelling	168	1.6	172	.6	71	.3	411	1.0
Average of Averages		1.8		1.1		.6		1.3

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

TABLE 21

READING VOCABULARY
AVERAGE RATE OF GAIN IN TABE SCORES BY
PRETEST LEVEL FOR CHAPTER I, ECIA STUDENT
FISCAL YEAR 1981-82

Schools	MONTHS IN PROGRAM							
	3 to 6		7 to 12		13 or More		Total	
	N	GPM**	N	GPM**	N	GPM**	N	GPM**
A			1	*	3	*	4	*
B	54	1.9	60	1.0	25	.6	139	1.3
C	37	.6	25	.8	9	*	71	.6
D	10	1.9	10	.7	1	*	21	1.2
E	26	2.0	22	1.2	7	*	55	1.5
E	8	*	7	*	8	*	23	1.8
F	1	*	2	*			3	*
G	19	.8	36	.5	15	.3	70	.5
G	11	2.4	6	*	2	*	19	1.9
H	16	1.2	27	.4	19	.5	62	.6
I	30	1.7	30	1.1	12	.9	72	1.3
J	21	2.9	40	1.2	18	.5	79	1.5
J	5	*	6	*	2	*	13	.6
K	3	*	2	*			5	*
L	10	1.3	4	*			14	1.3
M	3	*	2	*			5	*
N	7	*	2	*			9	*
O								
TOTAL	261	1.6	282	.9	121	.5	664	1.1

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

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

TABLE 22

READING COMPREHENSION
AVERAGE RATE OF GAIN IN TABE SCORES BY
PRETEST LEVEL FOR CHAPTER I, ECIA STUDENT
FISCAL YEAR 1981-82

Schools	MONTHS IN PROGRAM							
	3 to 6		7 to 12		13 or More		Total	
	N	GPM**	N	GPM**	N	GPM**	N	GPM**
A			1	*	3	*	4	*
B	53	2.7	59	1.4	25	.7	137	1.8
C	37	2.7	25	1.3	9	*	71	1.9
D	9	*	10	.2	1	*	20	1.6
E	26	3.0	22	1.6	7	*	55	2.2
E	8	*	7	*	8	*	23	2.2
F	1	*	2	*			3	*
G	19	1.1	36	.8	15	.4	70	.8
G	11	2.7	6	*	2	*	19	2.2
H	16	1.0	27	.6	19	.4	62	.6
I	30	1.6	30	2.3	12	1.5	72	1.9
J	20	3.6	40	1.5	18	.7	78	1.9
J	5	*	6	*	2	*	13	1.2
K	3	*	2	*			5	*
L	10	1.1	4	*			14	1.4
M	3	*	2	*			5	*
N	7	*	2	*			9	*
O								
TOTAL	258	2.3	281	1.4	121	.7	660	1.6

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

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

TABLE 23

TOTAL READING
AVERAGE RATE OF GAIN IN TABE SCORES BY
PRETEST LEVEL FOR CHAPTER I, ECIA STUDENT
FISCAL YEAR 1981-82

Schools	MONTHS IN PROGRAM							
	3 to 6		7 to 12		13 or More		Total	
	N	GPM**	N	GPM**	N	GPM**	N	GPM**
A			1	*	3	*	4	*
B	53	2.4	59	1.1	25	.7	137	1.5
C	37	1.5	25	.9	9	*	71	1.1
D	9	*	10	.5	1	*	20	1.3
E	26	2.6	22	1.4	7	*	55	1.9
E	8	*	7	*	8	*	23	2.1
F	1	*	2	*			3	*
G	19	.8	36	.6	15	.4	70	.6
G	11	2.4	6	*	2	*	19	2.0
H	16	1.0	27	.6	19	.4	62	.7
I	30	1.6	30	1.6	12	1.2	72	1.5
J	20	3.0	40	1.3	18	.6	78	1.9
J	5	*	6	*	2	*	13	.8
K	3	*	2	*			5	*
L	10	1.4	4	*			14	1.5
M	3	*	2	*			5	*
N	7	*	2	*			9	*
O								
TOTAL	258	1.9	281	1.1	121	.6	660	1.3

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

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

TABLE 24

MECHANICS OF ENGLISH
AVERAGE RATE OF GAIN IN TABE SCORES BY
PRETEST LEVEL FOR CHAPTER I, ECIA STUDENT
FISCAL YEAR 1981-82

Schools	MONTHS IN PROGRAM							
	3 to 6		7 to 12		13 or More		Total	
	N	GPM**	N	GPM**	N	GPM**	N	GPM**
A			1	*	3	*	4	*
B	12	1.3	50	.7	23	.6	130	.9
C	25	1.8	15	1.3	6	*	46	1.4
D	3	*	6	*	1	*	10	1.2
E	5	*	5	*			10	1.6
E	5	*	5	*	2	*	12	2.2
F	1	*	2	*			3	*
G	11	1.4	22	.8	11	.9	44	1.0
G	8	*	3	*			11	1.9
H	15	1.7	16	1.1	11	.5	42	1.2
I	26	2.2	33	1.8	9	*	68	1.8
J	11	3.4	18	.2	8	*	37	1.2
J	1	*					1	*
K	1	11.2	2	*			3	
L								
M	2	*	2	*			4	*
N	2	*					2	*
O								
TOTAL	173	1.9	180	1.0	74	.6	427	1.3

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

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

TABLE 25

SPELLING
AVERAGE RATE OF GAIN IN TABE SCORES BY
PRETEST LEVEL FOR CHAPTER I, ECIA STUDENT
FISCAL YEAR 1981-82

Schools	MONTHS IN PROGRAM							
	3 to 6		7 to 12		13 or More		Total	
	N	GPM**	N	GPM**	N	GPM**	N	GPM**
A			1	*	3	*	4	*
B	53	1.4	43	.8	21	.3	117	1.0
C	25	1.7	14	.5	6	*	45	1.1
D	3	*	6	*	1	*	10	1.4
E	5	*	5	*			10	.9
E	5	*	5	*	2	*	12	1.2
F	1	*	2	*			3	*
G	11	.8	22	.8	11	.5	44	.7
G	8	*	3	*			11	.9
H	15	.5	16	1.2	11	.7	42	.8
I	26	1.5	33	.6	9	*	68	.9
J	11	2.8	18	.5	7	*	36	1.1
J	1	*					1	*
K	1	*	2	*			3	*
L								
M	2	*	2	*			4	*
N	1	*					1	*
O								
TOTAL	168	1.6	172	.6	71	.3	411	1.0

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

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

TABLE 26

MATH COMPUTATIONS
AVERAGE RATE OF GAIN IN TABE SCORES BY
PRETEST LEVEL FOR CHAPTER I, ECIA STUDENT
FISCAL YEAR 1981-82

Schools	MONTHS IN PROGRAM							
	3 to 6		7 to 12		13 or More		Total	
	N	GPM**	N	GPM**	N	GPM**	N	GPM**
A			1	*	3	*	4	*
B	69	1.7	70	.9	26	.7	165	1.2
C	37	1.4	26	1.3	9	*	72	1.2
D	12	2.4	9	*	2	*	23	1.6
E	27	2.6	30	1.0	9	*	66	1.6
E	9	*	10	2.1	9	*	28	1.4
F	1	*	2	*			3	*
G	67	2.2	53	1.4	21	.4	141	1.6
G	1	*					1	*
H	23	.2	23	.2	11	.1	57	1.6
I	35	2.0	27	1.6	16	.9	78	1.6
J	34	1.9	26	1.3	17	1.1	77	1.5
J	5	*	6	*	3	*	14	1.4
K	3	*	2	*			5	*
L	8	*	4	*			12	3.3
M	1	*					1	*
N	9	*	3	*			12	.7
O								
TOTAL	342	1.8	292	1.1	126	.6	760	1.3

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

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

TABLE 27

MATH CONCEPTS
AVERAGE RATE OF GAIN IN TABE SCORES BY
PRETEST LEVEL FOR CHAPTER I, ECIA STUDENT
FISCAL YEAR 1981-82

Schools	MONTHS IN PROGRAM							
	3 to 6		7 to 12		13 or More		Total	
	N	GPM**	N	GPM**	N	GPM**	N	GPM**
A			1	*	3	*	4	*
B	69	1.9	70	1.1	26	.6	165	1.4
C	37	2.6	26	1.7	9	*	72	2.0
D	12	3.3	9	*	2	*	23	1.6
E	27	2.2	30	1.7	9	*	66	1.7
E	9	*	10	1.0	9	*	28	1.8
F	1	*	2	*			3	*
G	67	2.0	53	1.2	21	.5	141	1.5
G	1	*					1	*
H	23	.1	23	.5	11	0	57	.2
I	35	2.9	27	1.8	16	.9	78	2.1
J	34	1.0	26	1.6	17	1.4	77	1.3
J	5	*	6	*	3	*	14	.6
K	3	*	2	*			5	*
L	8	*	4	*			12	1.9
M	1	*					1	*
N	9	*	3	*			12	1.5
O								
TOTAL	342	1.8	292	1.2	126	.8	760	1.4

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

TABLE 28

TOTAL MATH
AVERAGE RATE OF GAIN IN TABE SCORES BY
PRETEST LEVEL FOR CHAPTER I, ECIA STUDENT
FISCAL YEAR 1981-82

Schools	MONTHS IN PROGRAM							
	3 to 6		7 to 12		13 or More		Total	
	N	GPM**	N	GPM**	N	GPM**	N	GPM**
A			1	*	3	*	4	*
B	69	1.7	70	1.0	26	.7	165	1.2
C	37	1.8	26	1.4	9	*	72	1.5
D	12	2.6	9	*	2	*	23	1.6
E	27	2.3	30	1.2	9	*	66	1.6
E	9	*	10	1.6	9	*	28	1.5
F	1	*	2	*			3	*
G	67	2.1	53	1.3	21	.4	141	1.5
G	1	*					1	*
H	23	1.6	23	.3	11	.1	57	.2
I	35	2.3	27	1.6	16	.9	78	1.8
J	34	1.6	26	1.4	17	1.2	77	1.4
J	5	*	6	*	3	*	14	1.0
K	3	*	2	*			5	*
L	8	*	4	*			12	2.5
M	1	*					1	*
N	9	*	3	*			12	.8
O								
TOTAL	342	1.8	292	1.1	126	.6	760	1.3

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

Another explanation for this negative correlation between time in program and average achievement gain may be longer-term students gain at a slower rate than students enrolled for a shorter time period. This might be the result of either a selection process or of students being institutionalized longer.

Figure 3 presents the information graphically. Although generally in education the number of months in program has been repeatedly associated with gains, the students in the CYA Chapter I programs a shorter period of time tend to make better rates of gain, i.e. grade level gains per month, than those participating a longer period of time.

Each project states its program objectives in its application for funds. The objective is that, on the average, wards will achieve 1.1 months for each month in the program. Figure 4 reveals that in four areas - reading comprehension and mathematics computation, concepts and total - the average gain scores exceeded the program objective while in the other four areas - reading vocabulary, total reading, English mechanics and spelling, the average gain score fell below this program objective.

Figure 4 also reveals that three areas - reading vocabulary, English mechanics and spelling - fell below the national standard of one month gain for each month in the program.

Figure 3

AVERAGE MONTHS GAIN BY NUMBER OF MONTHS IN PROGRAM

As Measured by tho TABE for FISCAL YEAR 1981-82

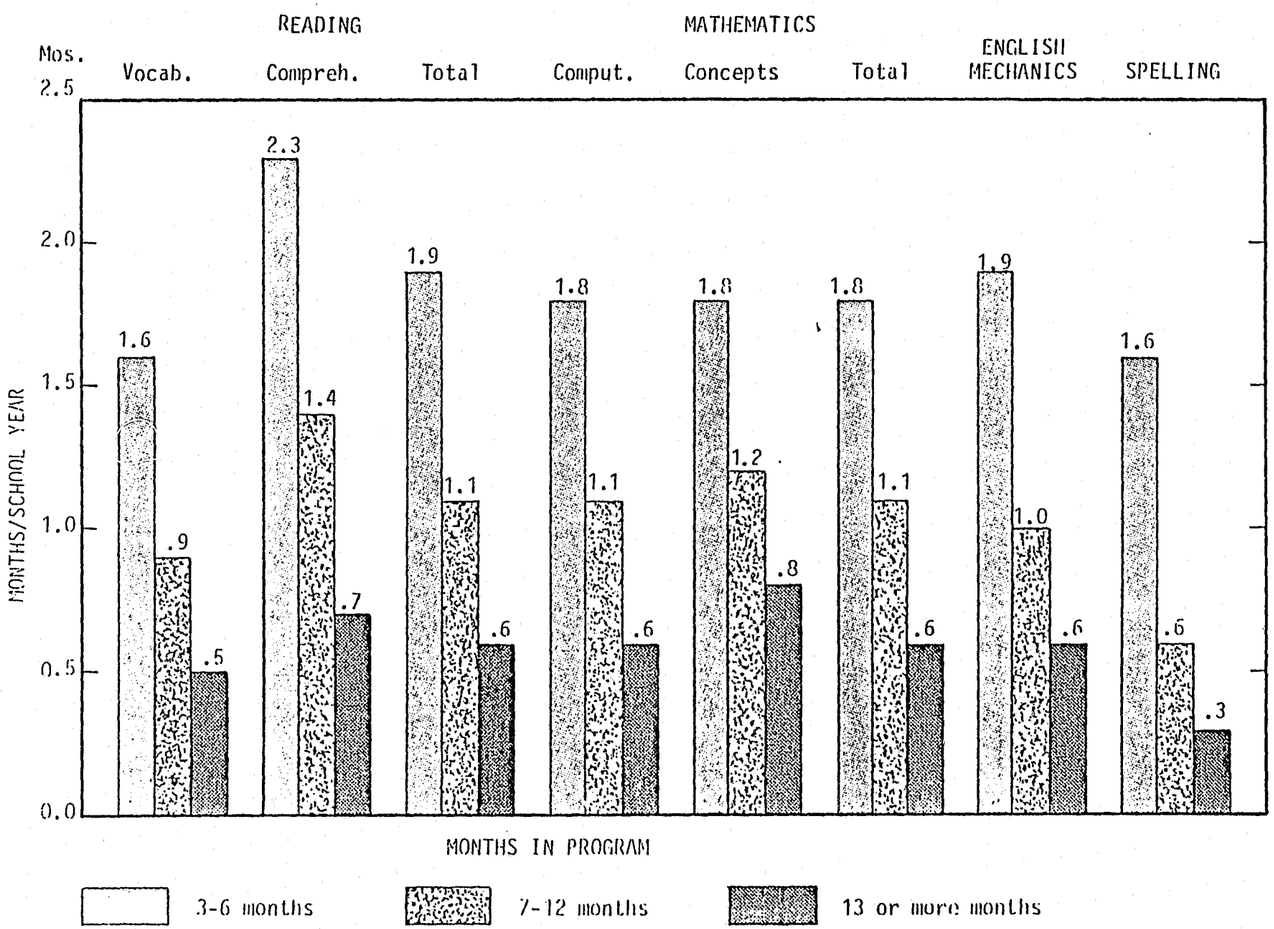
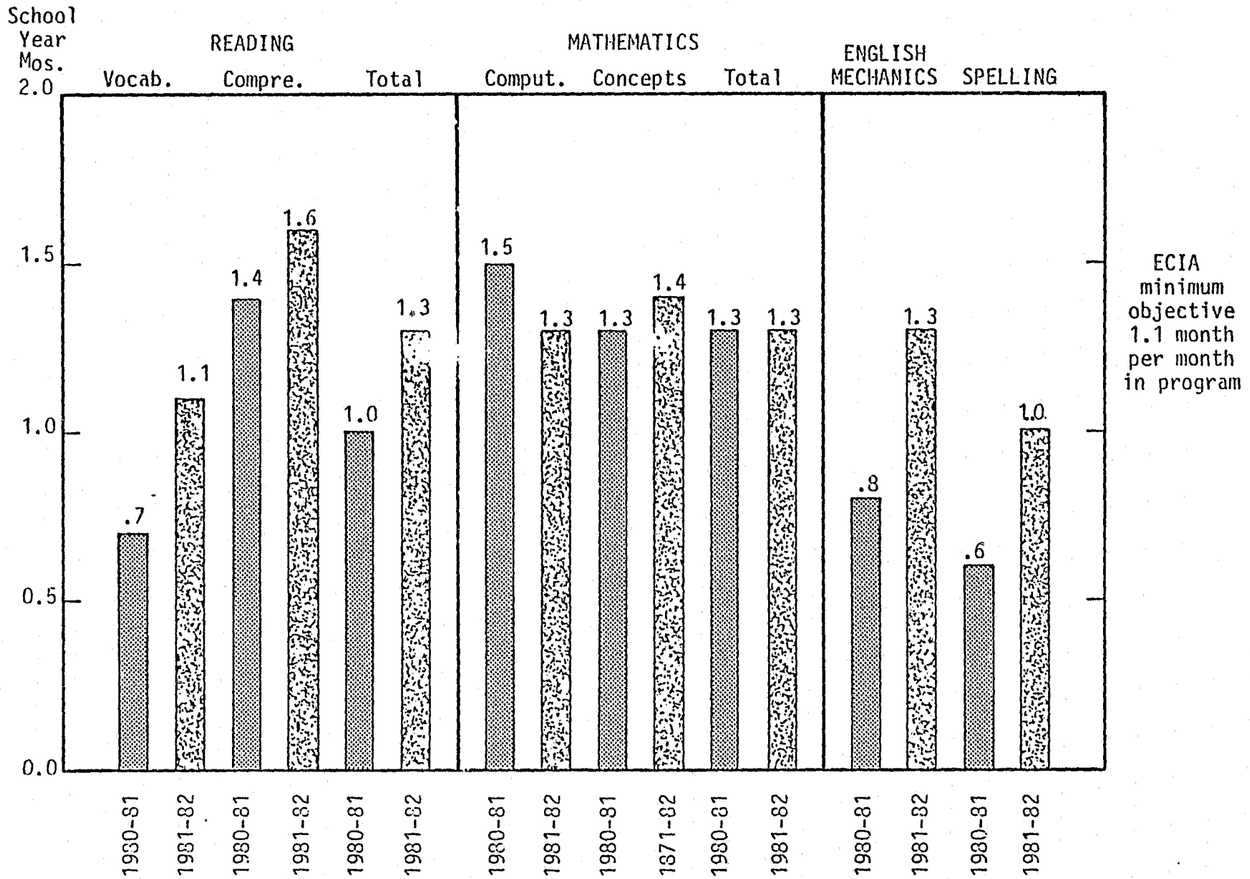


Figure 4

AVERAGE MONTHS GAIN PER MONTH IN PROGRAM

As Measured by the TABE

for FISCAL YEARS 1980-81 and 1981-82



Staff Development

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

Because of the uniqueness of the California Youth Authority Institutions, a great deal of institution-related training is conducted each year for the safety of students and staff. All ECIA instructional staff participated in some type of staff development. However, the amount of training per year per education staff varies greatly according to the institution and the education positions in that respective institution. In no case did any ECIA staff have less than 16 hours of training during the 1981-82 fiscal year, while some others had over 300 hours. The in-service delivery systems also varied greatly among institutions and camps and included such activites as intra- and interinstitutional visitations, attendance at professional conferences, enrollment in professional courses, workshops and seminars. Conferences attended were the Region IX-Neglected or Delinquent Conference, American Correctional Education Conference, National Elementary Education Association Conference, Multicultural Education Conference, Bilinqual Cross-cultural Conference, California Reading Association Conference, Mexican American Correctional Association Conference, Claremont Reading Conference, Asilomar Math Conference, California Math Conference, Learning Disabilities Conference, and California Behavior Analysis Conference.

In addition, the ECIA reading specialist provided consulting services to the ECIA staff. These services were technical assistance, staff training and notification of training opportunities in reading, language and mathematics. Staff training by the reading specialist included 13 workshops and 11 seminars totaling 184 hours.

The 13 workshops involved 31 hours of instruction and included three workshops on the use of specific materials, eight on teaching techniques and two on learning styles. The eleven seminars included 169 hours of video assisted presentations of goal setting and self-image improvement (Achieving Your Potential).

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

IV. SUMMARY AND RECOMMENDATIONS

Chapter I ECIA programs were funded in ten Youth Authority schools and five camps in 1981-82. Reading, language, mathematics and staff development components operated in these fifteen sites.

As in the past, students participating during this period in the remedial programs were those identified as having the greatest deficiencies in these skill areas. The number of students served in each ECIA classroom varied greatly and ranged from 6-17. Because of the wide differences among the programs, hours of instruction also varied ranging from two to ten hours per week.

Upon entry into the programs, students were administered diagnostic tests, and individual assignments made according to identified needs. Different instructional methods were used depending upon the instructor and the needs of the students. These methods included individualized, group and whole class instruction. Individualized instruction was the most frequently used method and whole class instructions used the least. Computer-assisted instruction was implemented at one site.

Fourteen of the fifteen schools had teaching assistants. Some of these same schools also had trained student aides in their labs or classrooms. One institution provided all participating students with teaching assistants, and ward aides. Another used only ECIA teachers for supplementary instruction. In addition, most ECIA teaching staff had the services of the school

psychologist and resource specialist available to assist them with identifying proper instructional techniques to meet the individual learning styles and disabilities of the participants.

Average entering levels of achievement in reading, mathematics and language were at the fourth grade level. Growth in achievement, measured by the Test of Adult Basic Education, averaged 1.3, 1.3, 1.3 and 1.0 months per month in the program in total reading, mathematics, language and spelling, respectively, for 1981-82. Average length of program involvement was 8.6 months and ranged between 8.3 and 8.7 months depending upon the component.

Three programs failed to achieve their program objectives of 1.1 months of achievement gain per month in the program in reading, two failed to meet the objective in language, and one in math. However, all except four programs failed to meet this objective in spelling.

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

Reasons for Successful Programs

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

1. Relaxed, accepting classroom environment.

2. Individualized teaching strategies as well as large and small group activities.

3. Multisensory teaching modes.

4. Continued updating of teaching strategies, materials and equipment.

5. Use of adult versions of remedial materials where appropriate.

6. Association of curriculum with survival skills and community living at every opportunity.

7. Emphasis on team effort (teachers, teaching assistants, and student aides) in the classroom setting.

8. Emphasis on reading and writing exercises.

9. Increased ability of teachers to work with students with learning disabilities and to conduct individual educational evaluations.

10. Improved student and staff self concept.

11. Involvement of school psychologists and resource specialists in identifying learning difficulties, noting behavioral tendencies, suggesting teaching strategies and serving as liaison with medical resources for students with physical handicaps.

12. Low student/staff ratio.

Areas in Need of Improvement Identified by Project Staff

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

Teaching Procedures/Methods

- Learn remedial techniques for low achievers
- Develop skills in diagnosis and use of diagnostic data
- Develop effective tutoring techniques
- Learn how to teach the developmental language skills
- Learn how to use assessment data

Curriculum-Materials/Equipment

- Identification and use of manipulative material
- Identification and/or development of materials with a practical application
- Identification and use of computer-assisted instruction
- Awareness of more high interest, low reading level material
- Awareness of grammar books for low readers

Classroom Management

- Learn how to handle disruptive behavior
- Improve goal setting skills
- Learn to better organize student class time activities

Affective

- Learn a better understanding of the cultures, thinking and behavior patterns of our wards
- Increase knowledge of behavior modification
- Learn better handling of job stress
- Learn improved motivational techniques

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

- better understanding and utilization of information gained from all tests administered to the students;
- an increase in the amount of teacher instructional contact with students;
- use of diagnosis, motivational techniques, and methods to incorporate learning styles of wards into teaching strategies;
- More group instruction;
- more effective group work in order to develop students' oral and written communication competencies, and effective listening skills;
- increased awareness of cultural differences and sensitive to the ethnic background of students to enable them to work more effectively with students and assist them in developing greater self-esteem;

- better planning to assure relevant training activities;

- an increase in exchange of ideas among Chapter I staff in Youth Authority through interschool visitations and regional workshops;

- an increased exposure to curriculum materials which are appropriate for use with the older remedial students and which are related to survival skills and vocational training;

- more in-service and on-site training for teaching assistants and ward aides;

- better use of paraprofessional personnel;

- more awareness of the value of attending to students' time on task; and

- use of more materials which relate to survival, consumer and vocational skills.

General Recommendations for 1982-83

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

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

1. Better use of diagnostic and criterion-referenced tests to modify and/or enhance student prescriptions.

2. Locating and purchasing high interest, adult level content materials for the extremely low achieving students.

3. Increasing number of instructional hours per week (in some schools).

4. Emphasizing language development and communication skills for all Chapter I participants, not only those at higher achievement levels.

5. Making efforts to relate skill development to everyday life situations and, where appropriate, to the vocational curriculum.

6. Providing for greater program flexibility for individual students who may need "breathers" from a particular Chapter I class. This recommendation is especially important for long-term students or those with special needs for diversity of assignments. "Breathers" should be based on individual student needs and reasons should be appropriately documented.

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

1. More relevant and clearly stated training objectives for the staff development component and a clear relationship between the activities and the objectives.

2. Updating objectives and activities as staff needs change.

3. Placing emphasis on training related to:

   . use of diagnostic and criterion-referenced tests,

   . motivational techniques,

   . teaching strategies,

   . learning styles,

   . individual progress assessment,

   . time on task,

   . computer-assisted instruction,

   . awareness of cultural differences and sensitivity to ethnic background of students, and

   . assertiveness and stress reduction.

Recommendations, Area III. Programs can be improved by:

1. Involving teaching staff in the development of applications, revisions and amendments.

2. Providing teaching staff with copies of the applications and the evaluation/program monitoring plans.

3. Providing teaching staff with copies of the Process Evaluation Report completed by the ECIA Chapter I central office evaluators.

4. Supplementing State-supported vocational education, career awareness, and multicultural activities as appropriate.

5. Placing emphasis on helping the neediest of the needy (near illiterate) by seeking more adequate materials for this group and by concentrating training efforts on this population.

6. Stressing teacher-directed activities.

7. Stressing student time on task.

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

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

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

For a multitude of social, economic, and personal reasons, many of the Youth Authority's students have negative attitudes towards school, themselves as students, and the students with whom they associate. The educational task in the Youth Authority is such a challenging one that assistance from many sources is required. Continued development and implementation of educational programs which effectively prepare our students for community living is imperative if the mandate to provide quality education is to be fulfilled.

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