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**EVALUATION OF
EDUCATIONAL PROGRAMS**

PREPARED BY THE BUREAU OF RESEARCH, STATISTICS AND PLANNING
DEPARTMENT OF HEALTH AND REHABILITATIVE SERVICES
DIVISION OF YOUTH SERVICES
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EVALUATION OF EDUCATIONAL PROGRAMS

Division of Youth Services
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Department of Health and Rehabilitative Services
O.J. Keller, Secretary

Prepared by the Bureau of Research, Statistics and Planning
Division of Youth Services
Department of Health and Rehabilitative Services

The researcher and team wish to express sincere appreciation to all the personnel of the Division of Youth Services who contributed time, effort, and energy from already crowded and busy days to talk with us and assist in data collection. We are especially indebted to them for the integrity, candidness and professionalism they exhibited during the interview process.

FLORIDA STATUTE, CHAPTER 959.25 Sec. 5

It is the intent of the legislature that the curriculum utilized in such institutions (those under supervision of the Division of Youth Services) shall be consistent with that of the public school system, but with emphasis on direct job related vocational-technical education. The division shall conduct continuous evaluation of its educational programs and shall report annually to the legislature and to the commissioner of education.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS..... i

FLORIDA STATUTE..... ii

ABSTRACT..... iii

TABLE OF CONTENTS..... v

HISTORICAL PERSPECTIVES..... 1

REPORT..... 8

Disruptive Youth

I. Individual Diagnosis..... 10

A. Entry and Exit Tests, Interviews..... 10

B. Intake Medical Examination..... 13

C. Self Concepts..... 14

D. Diagnostic Center..... 16

E. Career Counseling..... 16

F. General Educational Development Test (GED)..... 17

II. Career Education..... 19

A. Accreditation..... 20

B. Basic and Remedial Education..... 21

1. Literacy..... 21

2. Compensatory Education..... 22

3. Communication Skills..... 23

4. Driver Education..... 24

5. Adult Education..... 25

C. Vocational Education..... 26

D. Vocational Counseling..... 26

III. Placement and Follow-up..... 30

A. Procedure..... 30

B. Aftercare Study..... 30

C. Public School Re-entry..... 35

IV. Faculty..... 37

A. Recruitment and Staff Development..... 37

B. Job Descriptions..... 38

C. Vocational Education Supervision and Instruction..... 39

D. Vocational Teacher Certification and Pay..... 40

E. University Relations..... 41

F. Faculty Salaries..... 42

| | | |
|------------|---|----|
| V. | Interface of Total Program..... | 46 |
| VI. | Management Information and Reporting Procedure..... | 50 |
| APPENDICES | | |
| I. | Group Treatment..... | 54 |
| | Overview..... | 54 |
| | Charts..... | 55 |
| | Centers..... | 54 |
| | A. Group Treatment Homes..... | 54 |
| | B. TRY Centers..... | 58 |
| | C. START Centers..... | 59 |
| | D. Halfway Houses..... | 60 |
| | E. Camps..... | 61 |
| II. | Training Schools..... | 63 |
| | Overview..... | 63 |
| | Charts..... | 64 |
| | Schools | |
| | A. Arthur Dozier School for Boys..... | 66 |
| | B. Florida School for Boys..... | 74 |
| | C. Lancaster Youth Development Center..... | 83 |
| | D. McPherson School..... | 89 |
| III. | Alternative Program..... | 95 |
| IV. | Consultants and Facilities Visited..... | 97 |
| | BIBLIOGRAPHY..... | 99 |

ABSTRACT

The Division of Youth Services operates four Training Schools, 24 Group Treatment facilities, and one Wilderness camp for the care and treatment of delinquent youth. The students vary in age from 8-17 (in July, 1974, this will increase to 18). There is an average age of 15.6 years in Arthur Dozier School for Boys, the McPherson School (coed), and the Florida School for Boys. The average age at Lancaster Youth Development Center is 16.7. The average age in the Group Treatment facilities varies with program design and intent. The average length of stay at Dozier is 7 months and at McPherson and FSFB is 5½ months. Students are transferred to Lancaster from other schools. Once there they usually stay an additional 11 to 12 months, making their cumulative average length of stay 17 months. The average length of stay in Group Treatment is 4½ months.

This study focuses on the Educational Programs of the Division of Youth Services, and provides data derived from an analysis of files and information on those students furloughed during the year March 1, 1973 through February 28, 1974.

Probably the most important findings of this study are:

1. The need for more training of faculty in teaching of reading.
 - 1b. That academic achievement, as measured by the California Achievement Test on reading, math and language showed impressive improvement.
2. Seventy-six percent of the students in the year studied

did not return to school. This means that D.Y.S. provides terminal education for most of its children.

3. There is a lack of vocational counseling for many of the students. There is a necessity of providing introduction to the world of work, employability skills, orientation to career clusters and an open entry/open exit competency based program of vocational instruction to the students.

4. The need to institute a Division-wide testing system to determine the effectiveness of the treatment program in the affective domain as shown by changes in self-concept.

5. The need to bring D.Y.S. faculty salaries into line with those of teachers in the counties where the schools are located.

6. The need to improve interface among all factions of the Division since all work together to affect the treatment plan of the Division.

7. The need to develop a systematic management information system which will provide continuous data for research and evaluation.

8. The need to have an efficient, competent, aggressive, central education staff to provide leadership for program development.

HISTORICAL PERSPECTIVES

The Florida Legislature of 1967 created the Division of Youth Services to ensure that those youngsters legally identified as juvenile delinquents were not denied the opportunity of realizing whatever potential they may have. The legislature was convinced that every child has a right to conditions which will promote his physical, social, and psychological growth. This new Division of Youth Services was charged with preventing and correcting juvenile delinquency.

In his report to the Legislative Subcommittee on Welfare in 1968, O.J. Keller, then Director of Youth Services, said:

"Training School vocational programs are inadequate. Academic programs are not only non-accredited, but provide schooling for children only two or three days a week. (The young people are needed for institutional maintenance details) The Division of Youth Services is attempting to establish full time academic and vocational programs of a superior nature. Since youth offenders are invariably three or four years behind their normal grade placement, it is imperative they have superior instruction in order to remedy school problems.

If the Department of Training Schools holds delinquent children an average of seven or eight months, these months must be packed with excellent instructional work. Otherwise, these children have no chance to return successfully to public school pro-

grams in a free community."

In 1969 the Southern Association of Colleges and Schools, under the direction of Dr. Herman Frick, was asked to evaluate the Training Schools' education programs. The result was an outstanding job of analysis, after on site visits by carefully chosen committees of exceptionally well qualified educators of the state. Following are some highlights of their recommendations and observations:

1. The practice is very much inconsistent with the stated philosophy.
2. Individualized instruction prescription is impossible to implement without special diagnosis and remedial skills.
3. Each course offered and subject taught should be competency based and evaluated.
4. There should be advisory committees of local people.
5. Personnel records of faculty are in hopeless disarray.
6. Lack of cooperation exists between factions of the program.
7. There is a considerable salary differential between county public school people and teachers of the Training Schools.
8. There should be a comprehensive staff development program designed as a process to continuously improve the staff in instructional skills as needed.

After that in-depth evaluation of the educational programs' a Bureau of Education was established, a Chief of the Bureau was hired, and the process began to move four separate schools with divergent, incongruent, diversified and philosophically inconsistent approaches to teaching - into a quality education program.

The visiting committees returned each year, and the staff development exercise of "self-evaluation" (before the visitors came) continued to help in pulling plans and programs forward.

In 1974, the Bureau of Research, Statistics and Planning contracted for the services of an outside evaluator in order to get an objective look at where the educational programs are, establish some base data for continued evaluation, and to get some further recommendations for growth. These educational programs now include not only the four Training Schools, but also the facilities under the auspices of Group Treatment.

OBJECTIVES AND PURPOSE:

The objectives of this study are:

1. To conduct an evaluative analysis of the academic programs in the areas of both basic and remedial education.
2. To conduct an evaluation of the vocational educational programs.
3. To conduct an analysis of the ways in which Guided Group Interaction and the principles of Reality Therapy interface with the vocational education and basic education programs.
4. Prepare a report based on this information.
5. Make recommendations on basis of the report.

GOALS AND OBJECTIVES OF THE DEPARTMENT OF HEALTH AND REHABILITATION AND THE DYS EDUCATIONAL PROGRAM

As a beginning step to evaluation a review was made of the stated objectives of the Division of Youth Services with specific reference to those pertaining to the educational programs.

In 1967, O.J. Keller said, "The Division's philosophy is that, given the right environment for personal growth, juvenile delinquents can make meaningful decisions about their own lives, and

can assume responsibility for their own behavior. By becoming involved with other human beings in an atmosphere of mutual trust and concern, young offenders can change their perceptions, and gain a new sense of self, of others, and of the world at large. Emotional growth must take place, so that young people within the Division of Youth Services come to see themselves as adequate human beings, important in their own eyes and in the eyes of others. Only when this happens can they become constructive, contributing members of society."

"Only with changes in attitude are lasting changes in behavior effected."

The "Goal Structure" of social service philosophy and direction of the Department of Health and Rehabilitative Services embodies four component goals (numbers 1 and 2 apply directly to the work of this evaluation).

1. To remove individual and social barriers to economic and personal independence for all individuals capable of self-support, and assist children and youth in achieving their maximum potential for eventual personal independence and self-support.
2. To achieve and maintain maximum independence and dignity in a home environment for those capable of self care and with appropriate supportive services for those for whom economic independence is not feasible.

In the stated goals of the Division of Youth Services number 5 applies:

5. To continue development of relevant academic and vocational training programs which will assist youth in becoming self-sufficient members of society.

Educational program objectives of the Bureau of Education of the Division of Youth Services are:

- a. To diagnose each child through tests, personal interview and individual inventory to determine educational priorities.
- b. To develop long and short-term behavioral objectives for each child.
- c. To improve basic learning skills of reading and mathematics.
- d. To provide academic and vocational programs which allow each individual a measure of achievement to promote confidence in his ability to succeed.
- e. To provide course work for credit so that children may continue a public school program.
- f. To provide programmed instruction in subject areas to prepare older students to qualify for a high school diploma through the General Education Development Examination.
- g. To provide vocational evaluation laboratory experiences to assist children in determining aptitudes and interests for work readiness training.
- h. To provide work readiness vocational training.
- i. To identify needs of wards not being met by home community school programs.
- j. To provide personal data to assist community schools, vocational technical centers and junior colleges in placement of furloughed wards.
- k. To provide consultative services to assist community schools, vocational technical centers and junior colleges in the development of meaningful programs for furloughed wards and pre-delinquent children.
- l. To provide specialized remedial programs for Division of Youth Services wards who have specific learning disabilities.
- m. To provide continuous evaluation of the exceptional child educational program.

METHODOLOGY

Visits were made to: each of the four Training Schools where

interviews were held with students, faculty and staff, and classes and activities were observed; one of the four Florida Ocean Science Institute locations; a selected number of Group Treatment facilities; and two Field Services offices. Interviews were held with high school counselors who receive the students back into public school and with students who have returned home and are currently on Aftercare. The researcher also contacted Compensatory Education and Accreditation of the State Department of Education for input, and got information and assistance from Vocational Rehabilitation.

Because of constraints of time the researcher visited a selected number of the many statewide Group Treatment facilities.

Visits were made to:

- 1 - Group Treatment Center
- 1 - TRY Center
- 3 - START Centers
- 5 - Halfway Houses

This is a total of ten of the twenty-four presently operating facilities.

The researcher was accompanied to the Training Schools by consultants from the State Department of Education in the areas of basic education, reading and vocational education. A research staff member of the Bureau of Research, Statistics and Planning with several years experience in group treatment also visited the schools as a member of the team.

Data for the analysis of academic programs and the faculty study were provided by personnel at the various facilities. Answers to questions asked and observations of the visiting committee are reported. Follow-up data on the students, and other background

statistical data were gathered by a research staff member from the files of Field Services and from other offices of the Division of Youth Services.

Observations and recommendations are based on careful analysis of information and data gathered.

REPORT

DISRUPTIVE YOUTH

Rationale:

The 1969 Educational Evaluation of the Education Programs of the Division of Youth Services says that the failure of public schools to meet the needs of these students is undoubtedly a contributing factor to their delinquency.

The Governor's Task Force on Disruptive Youth, (1973) reported that where records were kept of which teachers referred students for suspension, often it was four or five teachers who made approximately eighty percent of the referrals.

In reporting the percentage of blacks suspended or expelled (44% blacks to 52% whites) the Task Force made a thought provoking comparison with the percentage of blacks to whites in schools (23% blacks to 77% whites in total population). It would appear a dis-proportionate number of blacks have been expelled or suspended.

The major reasons given for expelling or suspending are:
1) truancy or skipping 2) violation of school rules 3) physical violence 4) disobedience 5) verbal abuse of staff 6) smoking.
It is interesting irony that a truant would be suspended.

Academic achievement variables seemed to be the most powerful predictors of potential disruptive youth.

The research further indicated that the problem and issue of disruption is not just a student problem, but a teachers and administrators problem. They recommended inservice training

programs that would center on problem identification, conflict resolution, human relations and reading.

Observation

The Division of Youth Services receives many of these young people.

Many of the commitments for the year studied were classified as truant*. Intake reports indicate that there is a high correlation between high numbers of children committed to DYS, and periods of stress in public school (i.e. final exams). The charge of the Division is to prevent as well as to correct delinquency.

Recommendations:

That steps be taken for the Division of Youth Services to use that which it has learned and varified as effective behavior modification and treatment of children with problems, and share with the administrators of public schools who are seeking to devise methods of working with disruptive youth.

* Disposition is made on the most serious offense. For example, a child could be truant and involved in an auto theft, drunkenness, disorderly conduct, etc. This offense would be auto theft (etc.) with no mention of truancy.

I. INDIVIDUAL DIAGNOSIS

A. Entry and Exit Tests and Interviews

Rationale:

Careful, and accurate diagnosis is of primary importance in building a plan with a student that will encourage him to work up to his potential, but not push him beyond realistic expectations.

To speak with authority on the achievement of students, the educational level must be determined by entry and exit testing. This must be done by methodically using the same basic instruments and procedure throughout the system. Personal interviews are very important. If one really wants to know what another can do or feels - sometimes all he has to do is ask.

The purpose of individual diagnosis is so that achievement, or lack of it, may be documented for program analysis and development. This allows the individual student the best and most complete information about himself and enables him to make realistic decisions regarding life-time choices.

Observation:

Academic Achievement

The Education Bureau has an established Division-wide testing program consisting of the Slossen I.Q. and the California Achievement Test. The tests are administered with a fair degree of consistency at most of the Training Schools.

The average I.Q. as reported on the Slossen is 99.7 for Okeechobee and 77.9 for Marianna; 47.7% of the students at Marianna and 40% at Okeechobee were below 75.

Children scoring below 75, as measured by a Wexler Intelligence Test, are considered (EMR) Educable Mentally Retarded, and are qualified for services of Vocational Rehabilitation as well as presenting special challenges in the academic area.

Slossen I.Q.

| I.Q. | Dozier | Florida School for Boys |
|---------|--------|-------------------------|
| Above | 47.0% | 56.6% |
| 75 | 5.4% | 3.5% |
| Below | 47.7% | 40.0% |
| Average | 77.9% | 79.7% |

A study of the comparison of the pre-tests and post test of the California Achievement tests given students in the training schools, shows that for the year studied there has been measurable improvement in math, language, reading, and the total battery in each school. (Charts I & II) Considering the consistent history of poor achievement and failure of these students, and their average short periods of stay (5-6 months), such improvement is impressive.

The scores are reported and graphed here, based on grade level achievement scores. A continuous use of this instrument, using this data as base should be informative.

At the present time Group Treatment facilities are not using the California Achievement test. Though test scores are available from some of the facilities, the lack of uniformity makes them inadequate for comparative purposes.

EDUCATION PROGRAMS EVALUATION

Division of Youth Services
California Achievement Test

PRE TEST AVERAGE



POST TEST AVERAGE



1 AVERAGE LENGTH OF STAY 5½ MONTHS

2 AVERAGE LENGTH OF STAY 12 MONTHS

CHART I

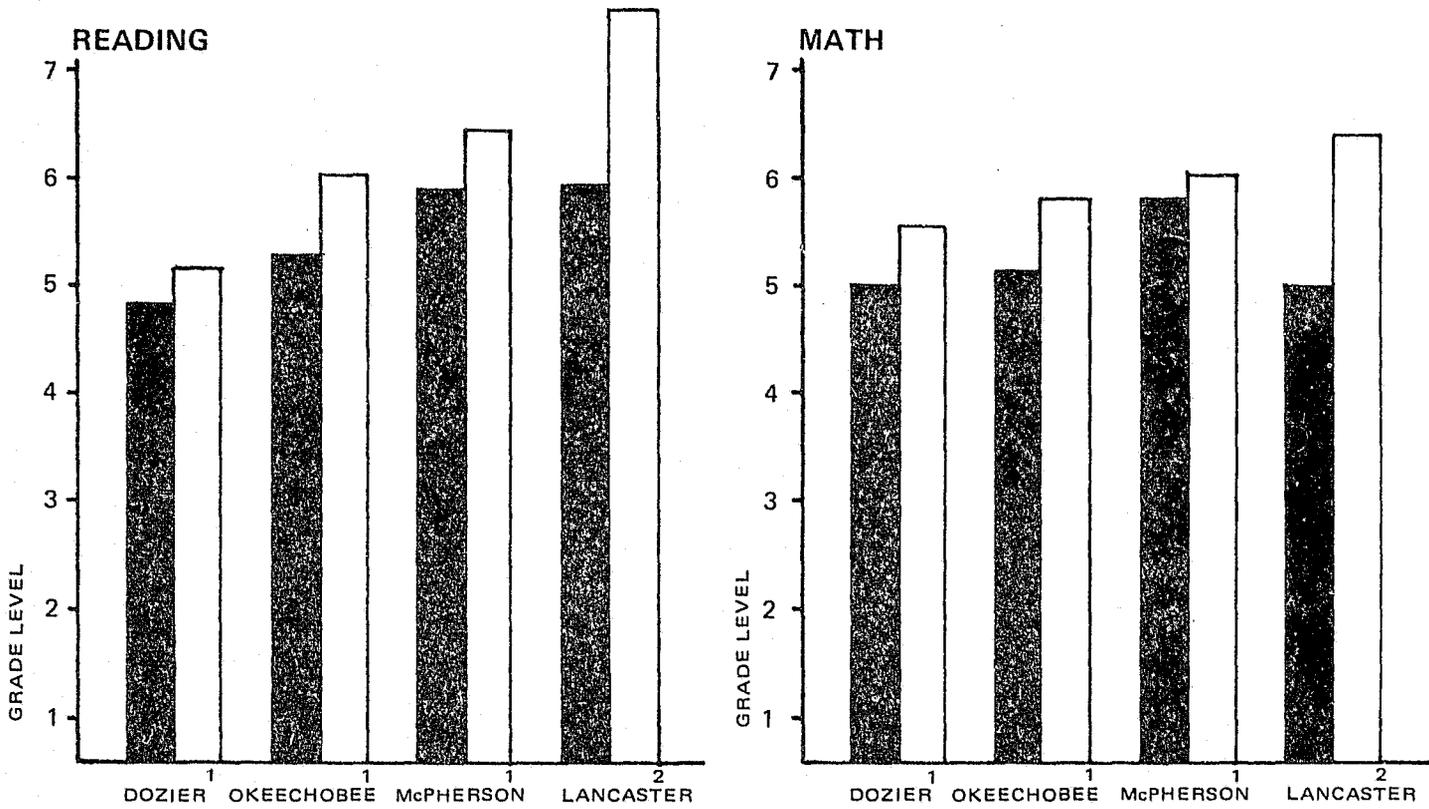
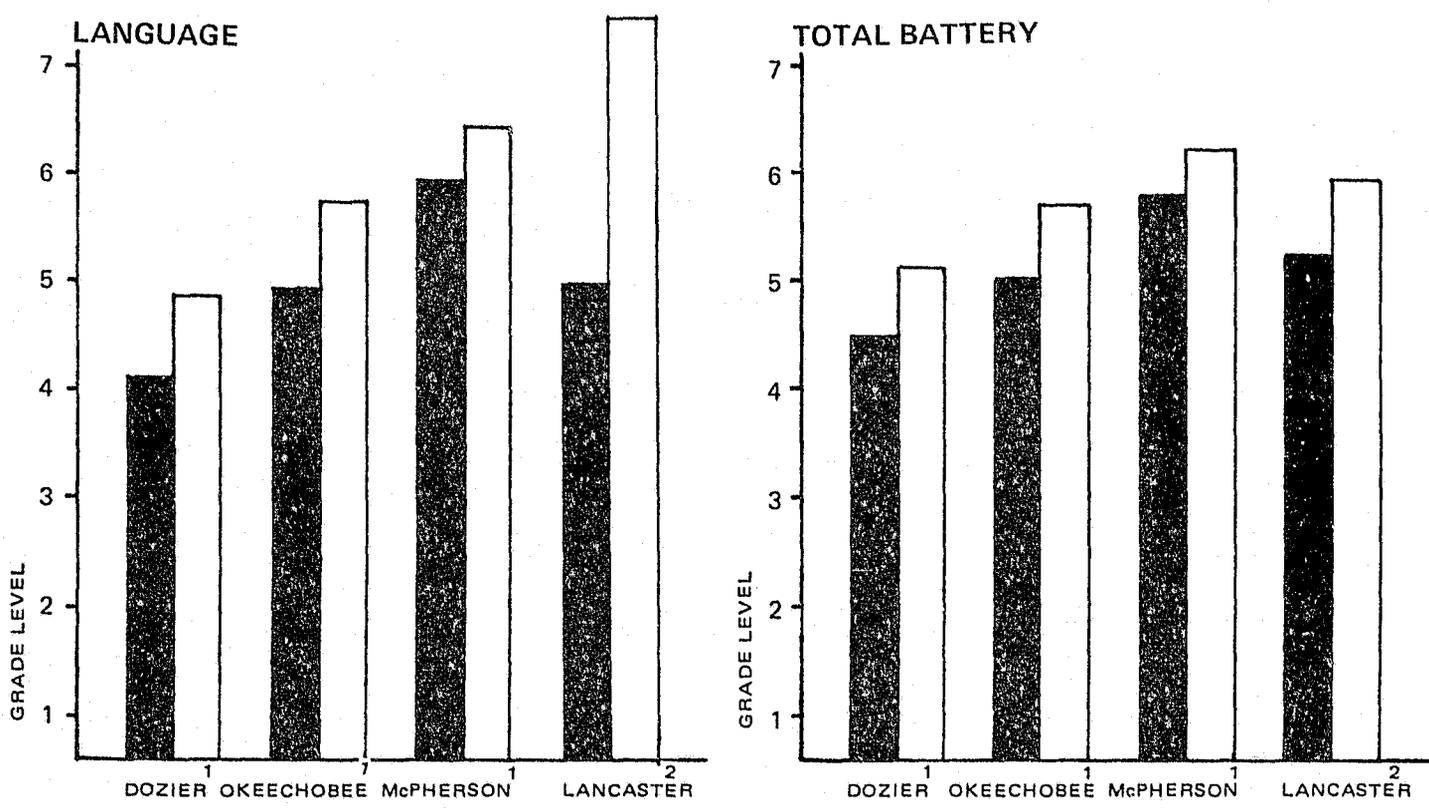


CHART II



The achievement scores of the students at Lancaster are higher than the other schools. These people are referred from other schools and the average length of stay in Lancaster for those in this study is 11 months 9 days.

Recommendation:

A division-wide testing program should be administered routinely at all centers. If other types of instruments are helpful or preferred they could be given additionally. Entry and exit testing should be procedural and performed without fail except in very extenuating circumstances. The student should have a personal exit interview with a counselor where he reviews his plans and understands the opportunities and options open to him as he makes decisions for himself.

B. Intake Medical Examination

Rationale:

Many behavior problems can and do stem from an illness, inability to see well, to hear adequately, and to speak clearly and intelligibly.

Observation:

It appears to be standard procedure that a complete physical exam, including vision, dental, and hearing, are given to all new residents. Wherever possible medical assistance is given, dental services provided, and referrals are made for hearing and vision.

Recommendation:

That more emphasis be placed on screening for hearing problems, vision deficiencies, and speech impediments.

Note: Vocational Rehabilitation is to provide some additional screening machines to the Training Schools. These would be helpful for visual and hearing problems. Leaving speech to be considered. These instruments would help only selected students at Training Schools - leaving unscreened others at Training Schools and all assigned to Group Treatment.

C. Self-Concept

Rationale:

In his 1967 statement of philosophy, O.J. Keller said, "By becoming involved with other human beings in an atmosphere of mutual trust and concern, young offenders can change their perceptions, and gain a new sense of self, of others and of the world at large...emotional growth must take place, so that young people...come to see themselves as adequate human beings, important in their own eyes and in the eyes of others. Only when this happens can they become constructive, contributing members of society...Only with changes in attitude are lasting changes in behavior effected."

Walter Grenier (1967), in referring to a ward centered program, said such programs would change the ward's negative self-concept to one that would be positive. He makes the point that regardless of the often mentioned multitude of sociological factors found present in an offender's case history, the cardinal element appears to be the ward's self-concept - how he sees himself, in all likelihood, will determine how he will behave.

Arthur Combs (1962) said, "it is the people who see them-

selves as unliked, unwanted, unworthy, unimportant or unable - who fill our jails, our hospitals and our institutions."

The Division of Youth Services has adopted a treatment technique in which Guided Group Interaction and the principles of Reality Therapy interface with an education method which provides for success - to meet the goal of rehabilitation of the students. This theory of treatment is based on a belief that change in self-concept will occur, and that these techniques will bring that change about in a significant number of cases.

Observation:

It appears that this technique is working. Students interviewed speak of the difference "groups" have made in their lives. The researcher, however, found no systematic attempt to measure this phenomenon. Two pilot studies, one in 1972 and one in 1973, indicated a statistically significant increase in self-concept. These results indicate a more thorough analysis of improved self-concept should be initiated.

Recommendation:

A careful review should be made of literature and instruments available to test changes in self-concept and self-perception. A Division program testing for changes in self-concept should be instituted at the earliest possible time. A research design should precede the initiation of the program to insure careful and detailed analysis, and to provide information for treatment program development.

D. Diagnostic Centers

Rationale:

Diagnostic Centers functioning for children in communities prior to commitment would expedite staffing and facilitate better use of school time in helping the student to understand himself and make realistic plans for his or her life. O.J. Keller in 1968 said, "Diagnostic services at the community level would be good. Large numbers of delinquent children now come to the training schools with little or no preliminary diagnosis of their problems. If diagnostic services were available to many smaller courts prior to sentencing, many children might escape institutional placement...Conceivably, regional diagnostic centers might be established in conjunction with existing detention centers."

Observation:

There is definitely a need for attention in this area.

Recommendation:

That some consideration be given to the establishment of more efficient diagnostic service to serve all the units of Health and Rehabilitative Services in order that the best possible placement of all clients be made. This should include medical, dental, visual, and hearing examinations as well as basic educational level determination.

E. Career Counseling

Rationale:

Due to the short average length of stay in the centers and schools, it is unreasonable to expect training that would provide all students with a salable skill. However, it is imperative that

each student be counseled and helped to see his own strengths and weaknesses in relation to the world of work so that the student might make realistic choices for himself as he moves into a program designed to help him help himself to be a functioning member of society outside of the institution.

Observation:

Little or no career counseling is given most of the students.

Recommendation:

That orientation for all first time offenders be expanded to include "hands on" work evaluation, testing and counseling procedures prior to permanent assignment in vocational classes.

F. General Education Development Test (GED)

Rationale:

A Florida High School Equivalency Diploma is issued to residents of Florida 18 years of age or older who are able to demonstrate on the General Educational Development Test an educational competence and background at the high school graduation level. Educational experiences are not confined to the classroom alone and this program is an extension of this philosophy to meet a special educational need. This diploma constitutes the legal equivalent of a high school diploma and can be accepted by employers and training agencies as such.

Observation:

Records where available showed that few of the total number of students committed to D.Y.S. have taken and passed this exam in the last three years. Indications are that many more capable

younger students were discouraged by having to wait until they were 18 to take the test.

Recommendation:

That a policy memo detailing procedure be developed to notify all facilities that effective July to receive an age waiver for administering this test to people age 16.

II CAREER EDUCATION

Sidney P. Marland, former U.S. Commissioner of Education, in a speech before the annual meeting of State Directors of Vocational Education in 1971, said:

"The fact is that millions of children are processed through the classrooms of this nation every year in a kind of mindless shuffle that hardly deserves the name of education...We must bridge the gap between man and work...it is flatly necessary to begin to construct a sound, systematized, relationship between education and work, a system which will make it standard practice to teach every student about occupations and the economic enterprise, a system that will markedly increase career options open to each individual and enable us to do a better job than we have been doing of meeting the manpower needs of the country.

Specific skills training is an important component. Under career education it would be the intention that every youth leave the school system with a marketable skill...by combining effective adult education with vocational education we can open career opportunities to millions...who presently have little or no hope of advancement" (Career Education, 1972).

By 1972 concepts and building stone principles were emerging and massive changes began to take shape.

Some examples of insights into ways of remedying training

1. remedial basic education
2. prevocational training to offer those with limited labor market exposure an opportunity to try-out a number of skills before choosing one for training

3. open entry/open exit practices to remove all entry requirements and the structuring of all training according to a ladder concept, assuring that if the individual could not complete a full course of training he could always leave with some salable skill

There are three essential steps in the Career Education process:

1. Awareness - its objective is to help all individuals become familiar with the values of a work oriented society. It exposes individuals to a variety of work values so that they will know and understand those that exist.
2. Exploration and personal decision making - its objective is to help individuals integrate work values into their personal value system.
3. Implementation - its objective is to help individuals relate work values to their own lives. This is essentially an occupational preparation, job placement and job success step.

If students leaving the Division of Youth Services are to "make it" outside they must have at least three factors in hand:

1. a more positive self-concept and feeling of worth
2. a degree of competence in basic education
3. a salable skill - or if not a marketable skill, at the very least, a working knowledge of employability skills, an orientation to the world of work, an introduction to clusters of occupations and some realistic information about themselves which they might use to make meaningful decisions.

A. Accreditation

Rationale:

One of the reasons sometimes given for public schools not allowing full credit for work from the Training Schools is the lack of accreditation of the programs.

Observation:

Dozier School this year, (1973-74) has received state accreditation for the first time. Other Training Schools are making plans to apply.

Recommendation:

Given the "process-product" method of accreditation, the experience can be beneficial to the organization of the programs, as well as to the students who receive results from them. Training Schools should move as fast as practicable in this direction.

B. Basic and Remedial Education

1. Literacy

Rationale:

A literate person according to a definition adopted by the International Committee of Experts on Literacy (Paris 1962), is:

"A person is literate when he has acquired the essential knowledge and skills which enable him to engage in all those activities in which literacy is required for effective functioning in his group and community, and whose attainments in reading, writing and arithmetic make it possible for him to continue to use these skills towards his own and the community's development."

Previously those who read above the 4th grade were considered functionally literate. The fact is that reading at this level does not allow for filling out the simplest form or application. Therefore this definition has developed that implies more than merely a basic skill in reading as the right of all who can be taught.

Observation:

Emphasis is rightfully being placed on basic and remedial education at all the schools and centers. However, there is a

lack of qualified reading specialists and materials on current research, information, techniques on the teaching of basic skills and remedial reading. The teachers are asking for help.

Recommendation:

That a workshop activity be arranged using consultants from the State Department of Education to provide up-to-date inservice education experience for teachers.

2. Compensatory Education

Rationale:

TITLE I - ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS OF 1966

Public Law 89-750
89th Congress HR 13161

November 3, 1966

Section 104

(7) In the case of a State agency which is directly responsible for providing free public education for children in institutions for neglected or delinquent children, the maximum grant which that agency shall be eligible to receive under this title for any fiscal year shall be an amount equal to the Federal percentage of the average per pupil expenditure in that State multiplied by the number of such children in average daily attendance as determined by the Commissioner at schools for such children operated or supported by that state agency, in the most recent fiscal year for which satisfactory data are available. Such state agency shall use payments under this title only for programs and projects (including acquisition of equipment and where necessary the construction of school facilities) which are designed to meet the special educational needs of such children.

Section 602

Definition of Handicapped Children

As used in this title, the term "handicapped children" includes mentally retarded, hard of hearing, deaf, speech impaired visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who by reason thereof require special education and related services.

Section 604

(e) The plan must provide that effective procedures, including provision for appropriate objective measurements of educational achievement, will be adopted for evaluating at least annually the effectiveness of the programs in meeting the special

educational need of, and providing related services for, handicapped children.

(k) The plan must provide satisfactory assurance that effective procedures will be adopted for acquiring and disseminating to teachers and administrators of handicapped children significant information derived from educational research, demonstration, and similar projects, and for adopting, where appropriate, promising educational practices developed through special projects.

Observation:

A review of the projects funded for this period shows that though the projects are diverse, innovative and related to education - there appears to be little systematic evaluation of specific program effectiveness as referred to in Section 604 (e) and (k) to date.

A significant percentage of the total budget of the Education Bureau for the three year period considered has come from Title I - Compensatory Education funds.

| Title I | |
|---------|-------------|
| 1972 | \$470,913 |
| 1973 | 641,900 |
| 1974 | 621,467 |
| Total | \$1,734,280 |

Recommendation:

That the central office, Curriculum Specialist, coordinate projects and requests for Title I funds using carefully written objectives with specific indicators of success written in for measure of effectiveness as required by statute.

Note: The review of present plans indicate that the 1975 programs are based on specific objectives and are being written in measurable terms.

3. Communication Skills

Rationale:

Being able to communicate effectively with ones fellow man is a basic and almost necessary skill.

Observation:

The researcher found a lack of instruction and experience in speech, listening and writing.

Recommendation:

Attention be paid to this need, and program modules be developed that will:

1. assist those with speech problems
2. provide opportunities for learning communication skills for all
4. Driver's Education

Rationale:

Since defensive and safe driving implies careful instruction, this seems to be one area in which instruction should be offered those of age.

Observation:

There appears to be a degree of confusion as to whether behind the wheel instruction can be offered

- a. at all
- b. in a state car

Recommendation:

That information regarding Driver's Education be sought out. The Bureau of Education should look into this, and if Driver's Education can be taught, policy and procedure should be developed for administering the program.

5. Adult Education

Rationale:

"Adult" means any individual who has attained the age of 16 and who has legally left school.

The Adult Basic Education curriculum includes reading, writing, arithmetic, consumer education, home and family life, civic participation, and job information.

An adult-oriented curriculum is geared to the needs of each student and takes into account individual experience and maturity.

An individual can enter the program at any time and advance at his own rate. Flexible scheduling allows for day and night classes in various blocks of time - usually 3 hours twice a week. Individualized instruction and counseling give incentive to adults who are usually motivated by immediate goals, and who may suffer from past experiences of failure and feelings of inadequacy. (Fling, 1970)

Observation:

Seventy-six percent of the students in the year studied did not return to school.

Recommendation:

In the interest of providing better service and educational opportunity to students, it is suggested that a close working relationship be developed between the Division Educational Programs and the Adult General Education Section of the Division of Vocational, Technical and Adult Education. Programs for graduation from Adult Education programs are flexible and adapt well to meet the needs of the particular type student of D.Y.S.

C. Vocational Education

Rationale:

An adequate introduction to the world of work and some degree of skill is necessary to survival in today's society.

Observation:

It appears that the education programs of the Division of Youth Services are designed to a) break the failure syndrome of its students established by lack of success in traditional public schools, and b) to provide the basics of career education.

Evaluation reports of the present vocational programs by consultants of the State Department of Education show that this area needs immediate attention.

Recommendation:

1. Orientation to the world of work and employability skills should be introduced to all students.
2. Vocational programs that are carefully planned, open entry/open exit arranged, and competency based be expanded and made available to all students.
3. Qualified, certified instructors be employed.

D. Vocational Counseling

Rationale:

A recent analysis of juvenile delinquency conducted by Nathan Caplan (1973) at the University of Michigan's Institute for Social Research found that kids in trouble with the law stood out from other youths in two important respects:

1. They were more pessimistic (had negative feelings) than others about their chances of finishing high school.
2. They expected to hold jobs of low status and little prestige when they become adults.

This speaks directly to the Reality Therapy treatment process, and the necessity of providing career information, vocational orientation, training and referral if these people are going to be able to break out of the pattern and "make it" on the outside.

A study of the data results show 76% of these students do not return to public education. Therefore we must prepare these people to "make it" without further training, and introduce them to the continuing possibility of adult education and training available in all Florida communities.

The answer to a question about the vocational counseling and occupational information available to students, was that "Vocational Rehabilitation serves the students". A look at this reveals the following situation:

1. Vocational Rehabilitation is funded by 80% federal funds and 20% state funds.
2. The guidelines for service specifies the clients they may accept.

The three basic eligibility requirements for services are:

1. documented presence of a mental or physical disability
2. existence of a substantial handicap to employment
3. reasonable expectancy that vocational rehabilitation service will render the individual fit to engage in substantial gainful employment.

Those criteria eliminated many of the students - who need, but therefore do not get such a service.

Prior to January, 1974, there was a category described as behavior disordered. Under this category services were provided many of the students of DYS. Because the D.V.R. felt they were not meeting the needs of their first responsibility - the

severely disabled - this category was deleted. A study of a report provided by Vocational Rehabilitation shows a high percent of students who were served under this category.

Since vocational guidance has been provided only to those who qualify as vocational rehabilitation clients, and since the deletion of the behavioral disordered category, this area of overwhelming need is severely lacking.

Through cooperative agreement with the Division of Vocational Rehabilitation of the Department of Health and Rehabilitative Services and the Division of Vocational Technical and Adult Education of the Department of Education, purchase was made of work evaluation units which were placed in each of the Training Schools. A part of this agreement is that the equipment used, and classes organized and conducted for the "handicapped" consist of half or more "handicapped" persons. This implies that 49% of students served could be those not so designated.

However the work evaluator's salary is paid by Vocational Rehabilitation, so the people served are almost exclusively clients of Vocational Rehabilitation.

Work Evaluation Report

| SCHOOLS | TOTAL | MAR | APR | MAY | JUNE | JULY | AUG | SEPT | OCT | NOV | DEC | JAN | FEB |
|------------|-------|-----|-----|-----|------|------|-----|------|-----|-----|-----|-----|-----|
| McPherson | 40 | 4 | 4 | 2 | 0 | 0 | 0 | 2 | 5 | 7 | 8 | 8 | 0 |
| Lancaster | 44 | 0 | 1 | 8 | 0 | 1 | 8 | 0 | 9 | 0 | 7 | 10 | 0 |
| Dozier | 130 | 4 | 13 | 12 | 9 | 12 | 6 | 12 | 12 | 18 | 6 | 12 | 14 |
| Okeechobee | 121 | 12 | 12 | 14 | 8 | 12 | 6 | 5 | 10 | 11 | 7 | 13 | 11 |
| ** | 335 | 20 | 30 | 36 | 17 | 25 | 20 | 19 | 36 | 36 | 28 | 43 | 25 |

**Work evaluations completed during the period evaluated March 1, 1973 through February 28, 1974. (Rabuka, Vocational Rehabilitation)

In the period of time (March 1, 1973 - February 28, 1974) covered by this study there were 2183 young people committed to

the Training Schools. During this time 335 students completed work evaluations. This opportunity is not available to students in Group Treatment.

Observation:

It appears that vocational guidance and career counseling at the Training Schools is primarily a function of the Vocational Rehabilitation counselor, and is therefore available to a small percentage of the students. Due to the recent category reclassification even fewer will be served. It should be noted that 76% of the children did not return to public schools.

A salable skill, or at the very least an orientation to the world of work with a choice of cluster of occupations based on a realistic assessment of himself and the options open to him, is a right of each student. Under the present operating procedure, this opportunity is available to relatively few of the students.

Recommendation

That immediate steps be taken to either divert additional funds to Vocational Rehabilitation so that their trained work evaluators and counselors be directed to extend service to all the students of the Division of Youth Services, or that additional vocational counselor positions be created within the Division to help in meeting this chronic area of need..

III. PLACEMENT AND FOLLOW-UP

A. Procedure

Rationale: (Chapter 73-235, Laws of Florida)

A bill providing for the establishment and maintenance of student placement and follow-up services for all students graduating or leaving the public school system, passed the 1973 Legislature. The implementation of this bill had direct implications for the students who are wards of the Division of Youth Services.

Observation:

The Division of Youth Services, Field Services Bureau is charged with Aftercare of furloughed students. These counselors provide supervision for students for periods in excess of one year. However, depending on the student's needs, supervision can be maintained till age 21.

Recommendation:

1. A staff member from the Bureau of Education Office be designated as Placement Coordinator to work with the program and the state implementation of the law.
2. Students be informed of the opportunity available to them to utilize the facilities of the placement system.
3. A procedure be developed, working closely with public schools, to see that these students are best served in this area.

B. Aftercare Study

Rationale:

The only true external measure of success of the treatment programs of the Division of Youth Services is the percentage of students who are able to "make it" on the outside. The machinery

exists for complete and careful study of the success or failure of these students in the period following their commitment to and furlough from the treatment centers. Aftercare counselors make routine reports on the children.

Observation:

Training Schools:

Of the 701 Training School students studied in this research there was no 90 day review report in 110 files (15.7%) and 130 (18.5%) were furloughed so recently that there had been no time for a 90 day report. Future research designs should consider this fact.

Of the 461 students for whom there was information on file; 62 (13.4%) had been revoked*, 30 (6.5%) had run, 35 (7.6%) had gone to adult court, 108 (23.4%) were in school; 78 (16.9%) were working; 61 (13.2%) were at home, 74 (16.1%) had been discharged and 13 (2.8%) had left the state.

On the basis of this study, if discharged, at school, and at work are considered success categories - then 56.4% are in this "success" range. If the 61 (13.2%) who were reported neither at school nor working are added as "possibles", then the percentage of successes is 69.6%.

An important figure is the 23.4% that are in school. This means that - 3 out of 4 of these students do not, at present, return to school. What they get at the Training Schools is terminal education for them. (Chart III)

Group Treatment

Observation:

* Returned to residence

CHART III

AFTERCARE STUDY
Educational Programs Evaluation 1974

DYS Training Schools

| | Dozier School 25% | Dozier Projected Total | Okeechobee School 25% | Okeechobee Projected Total | McPherson School | LYDC | Total |
|---|-------------------------|------------------------------|-----------------------------|----------------------------------|---------------------|------------------|-------|
| Revoked (returned to residence) | 21 | 84 | 9 | 36 | 23 | 9 | 62 |
| Runaway | 3 | 12 | 6 | 24 | 16 | 5 | 30 |
| No 90 Day Review in File | 29 | 116 | 30 | 120 | 33 | 18 | 110 |
| Out of State | 2 | 8 | 3 | 12 | 7 | 1 | 13 |
| Discharged | 23 | 92 | 13 | 52 | 17 | 21 | 74 |
| Adult Court | 10 | 40 | 13 | 52 | 4 | 8 | 35 |
| Furloughed 1974 (no time for 90 day review) | 23 | 92 | 53 | 212 | 34 | 20 | 130 |
| In School | 14 | 56 | 28 | 112 | 54 | 12 | 108 |
| Working | 14 | 56 | 33 | 132 | 20 | 11 | 78 |
| Not in School Nor Working | 10 | 40 | 12 | 48 | 22 | 17 | 61 |
| Total | *149 | 596 | 200 | 800 | 230 | 122 | 701 |
| Average Age | 15.6 | | 15.6 | | 15.6 | 16.7 | |
| Average Length of Stay | 6 mo. 24 days | | 5 mo. 14 days | | 5 mo. 12 days | 11 mo. 9 days | |

*1. This total figure for Dozier and Okeechobee represents a 25% sample chosen at random from those furloughed during the year studied. The figure from McPherson and Lancaster is the total number of children furloughed in the period from March 1, 1973 - February 28, 1974.

2. Projected column - This figure was derived by multiplying the actual researched figure by four to arrive at a reliable estimate figure.

CHART IV

AFTERCARE STUDY
Educational Programs Evaluation

DYS Group Treatment

| | St. Johns | Palm Beach | Criswell House | Pentland Hall | Brevard START | Duval House | Pensacola Boys Base | Fort Clinch | Hillsborough House | Volusia TRY | TOTAL |
|---|------------|------------|----------------|---------------|---------------|-------------|---------------------|------------------|--------------------|-------------|-------|
| Revoked (returned to residence) | 1 | 1 | 4 | 1 | 0 | 0 | 2 | 4 | 0 | 3 | 16 |
| Runaway | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 1 | 0 | 5 |
| No 90 Day Review | 6 | 2 | 1 | 2 | 0 | 1 | 5 | 6 | 0 | 1 | 24 |
| Out of State | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 5 |
| Discharged | 1 | 0 | 0 | 5 | 0 | 0 | 5 | 7 | 0 | 4 | 22 |
| Adult Court | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 4 |
| Furloughed 1974 (no time for review) | 15 | 0 | 7 | 2 | 4 | 4 | 6 | 6 | 16 | 0 | 60 |
| In School | 5 | 1 | 3 | 3 | 1 | 0 | 9 | 3 | 0 | 4 | 29 |
| Working | 0 | 0 | 1 | 2 | 0 | 1 | 5 | 2 | 1 | 1 | 13 |
| Not in School Nor Working | 2 | 0 | 4 | 2 | 0 | 0 | 0 | 2 | 1 | 0 | 11 |
| Total | 31 | 4 | 22 | 18 | 5 | 6 | 33 | 37 | 20 | 13 | 189 |
| Average Age | 15.7 | 13.5 | 15.5 | 16 | 16 | 15 | 15.5 | 16.5 | 16.8 | | |
| Average Length of Stay | 4.0 mo. | 4-5 mo. | 3-4 mo. | 4.5 mo. | 6 mo. | 4 mo. | 4.5 mo. | 5 mo. 16 days | 4.5 mo. | 3 mo. | |

These are actual figures of all students furloughed during the year studied.

Of the 189 files reviewed of students furloughed by the Division of Youth Services during the period studied (March 1, 1973 - February 28, 1974) who had been in a Group Treatment facility, there was no 90 day review in 24 (12.7%) of the files - 60 (31.7%) had been furloughed since January, 1974, and were therefore lacking files. Of those (105) on whom there was aftercare information 16 (15.2%) were revoked, 5 (4.8%) had run, 5 (4.8%) were out of state, 22 (21%) were discharged, 4 (3.8%) went to adult court, 29 (28%) were in school, 11 (10.5%) were not in school or working. Considering in school, at work, and discharged as success categories - 64 (61%) of these students are successful; if you add not in school or working (10.5%), then there were 71% successes. (Chart IV)

Aftercare Study^{*1} 1974

| | Training Schools | | Group Treatment | | Totals | |
|-----------------------------|------------------|---------|-----------------|---------|--------|---------|
| | number | percent | number | percent | number | percent |
| Revoked | 62 | 13.4 | 16 | 15.2 | 78 | 13.8 |
| Runaway | 30 | 6.5 | 5 | 4.8 | 35 | 6.2 |
| Out of State | 13 | 2.8 | 5 | 4.8 | 18 | 3.2 |
| Discharged*2 | 74 | 16.1 | 22 | 21.0 | 96 | 17.0 |
| Adult Court | 35 | 7.6 | 4 | 3.8 | 39 | 6.9 |
| In School*2 | 108 | 23.4 | 29 | 28.0 | 137 | 24.2 |
| At Work*2 | 78 | 16.9 | 13 | 12.4 | 91 | 16.1 |
| Not in School or Work *3 | 61 | 13.2 | 11 | 10.5 | 72 | 12.7 |
| TOTAL | 461 | | 105 | | 566 | |
| True Success | 260 | 56.4 | 64 | 61.0 | 324 | 57.2 |
| Possible Suc. | 321 | 69.6 | 75 | 71.0 | 396 | 70.0 |

*1 Records, of students on whom there were files

*2 termed success categories

*3 additional possible success category

When the over all aftercare report is considered 57.2% of the students furloughed during this year are in the true success categories, and adding the possible success category of neither at school nor at work give a success range of 70%*.

*The Recidivism Study, (Research Monograph 501), D.Y.S., prepared by the Bureau of Research, Statistics and Planning presents a detailed study of what happened to the students discharged in FY-1968-69.

Recommendation:

1. A review should be made of the aftercare 90 day report to set some specific reporting points that will aid in more accurate research.
2. This information should be routinely reported in, coded and recorded for study and review.
3. The results of this regular aftercare study should be used to emphasize the necessity for careful, thorough, and good vocational counseling; introduction to occupational clusters, some vocational training, and referrals to appropriate training facilities in the system outside for additional vocational education and placement for productive employment opportunities.

C. Public School Re-entry

Rationale:

This study indicated that approximately 24% of the students studied who were furloughed in this year returned to schools. Re-entry to public school, scheduling classes, and receiving credit for work attempted in the Training Schools has been perceived as a problem.

Observation:

A check with some present high school counselors indicates this has not been the problem in the last three years that it was in the past. Students say they have had little or no trouble. One problem is that sometimes the students go to register without a record of any type.

Recommendation:

The transcript now in use be continued. Care be given to sending school records of furloughed people to Aftercare on a regular and systematic basis, and that where possible, a coun-

selor accompany the student to school.

It is recommended that high school counselors, (one designated in a school as receiving counselor for DYS students), Aftercare Counselors, and an educational counselor from the institution in the area have an annual half-day drive-in conference; where procedures may be discussed, new members oriented, and interaction be established between those who will be working together and with the young people furloughed from DYS.

IV FACULTY

A. Recruitment and Staff Development

Rationale:

The 1969 Education Evaluation made specific references to the need for an exciting recruitment and development program. These needs still exist today.

The report said,

"Professionals have endured a waiting list for years to serve Dr. Sweitzer in darkest Africa. They will come to Okeechobee if they are convinced that they can secure unique experience there...it may not be the Garden of Eden, but many people over the country would prefer it to their asphalt jungle and cold winters. There is little doubt but that a well conceived, well executed recruitment program would produce a pool of applicants."

There is clear cut evidence that staff morale and staff productivity have a direct relationship.

Implementation of philosophy is impossible without constant, well planned staff development programs. The philosophy emphasizes the importance of the total impact of all aspects of the institutional programs on the educational - personal growth of the students. This implies the necessity of systematic, system planning and administration of all aspects of the program.

Plans for staff development should be broadly based and include not just classroom teachers, but also family life personnel and various work crew supervisors who are in daily contact with the students. Inservice programs involving these groups should be planned to provide interaction experiences which are designed to improve personal relations with each other as well as with students.

Observation:

Facilities are relying heavily on Staff Development for training and program development materials. Workshops and conferences are attended by new staff. There is little evidence of interaction experiences for faculty and staff, tho the mechanism, (the group leader training meeting in Training Schools and regular staff meetings in Group Treatment) exists to do this well. The researcher feels that this lack is of major importance and should receive priority.

Recommendation:

That attention be given to development of a plan for recruiting, orienting, training and integrating into the fabric of the whole - the new faculty and staff. This staff development program must be focused on the design and implementation of the total treatment program.

B. Job Description

Rationale:

A new employee should clearly understand what is expected of him on the job.

Observation:

There appears to be some confusion regarding the responsibilities of teachers in addition to classroom instruction.

Recommendation:

The (JOB) Job Information Bulletin for teaching positions in the Division of Youth Services should spell out the responsibilities that teachers will have as part of the group treatment process.

C. Vocational Education Supervision and Instruction

Rationale:

The cooperative agreement between the Division of Youth Services, Department of Health and Rehabilitative Services and the Division of Vocational, Technical and Adult Education (1973-74 State Plan) specifies: (Appendix IV)

4. Each institution conducting vocational educational programs utilizing federal funds shall designate a person qualified by training and experience in vocational education to be immediately responsible for the supervision of vocational education programs.

6. In situations where vocational education programs are supported by federal vocational education funds categorized for the "handicapped" an institutional Council shall be established by the superintendent of the institution consisting of at least one staff member representing vocational education, a staff member with responsibility for basic education and a representative of vocational rehabilitation. This council will assist in the identification of the "handicapped", in planning and developing educational programs and in identifying services to meet the needs of the "handicapped".

9. Vocational education instruction will be conducted by 1) persons holding a valid Florida vocational education certificate in the occupational field being taught or 2) by persons who by reasons of experience and background are qualified to provide instruction.

Observation:

There is a need for qualified supervisors of vocational programs at each of the schools. There is little evidence that institutional councils, as referred to in item 6, exist unless one considers staffing to meet this requirement in part. Presently there is a problem with certification and appropriate pay grade for qualified vocational instructors. (This is spoken to in the next section.)

Recommendation:

That focus and emphasis be given the top priority require-

ment of better vocational programs as an integral part of the treatment process. Use be made of consultants from the State Department of Education who can assist in program development. Craft advisory committees should be formed for each program of instruction.

Note: The recent establishment of a position out of the Bureau Chief's office to coordinate the vocational programs is certainly a first and necessary step toward bringing these programs up to the best in the nation.

D. Vocational Teachers Certification and Pay

Rationale:

The State personnel plan provides for a classification of Classroom Teacher I and Classroom Teacher II which roughly correlates with public school teacher Rank III and Rank II. There is a problem, however, in the classification and certification of vocational teachers. These people basically must be craftsmen in their field. They may or may not have any college or university training. The State Department of Education recognizes and certifies as vocational teachers those people who meet certain base criteria which may or may not have to do with degree, but certainly do have knowledge, experience and expertise. These people hold Standard Certificates which are equal to the Rank III.

Observation:

There is presently some confusion resulting from classification and pay for vocational teachers.

Recommendation:

Immediate adjustments should be made in job descriptions and pay grade so that plans for improving the quality of vocational instruction may go forward.

E. University Relations

Rationale:

Extensive use should be made of the resources of the State University system in working to a kind of procedural interagency agreement that would be mutually beneficial to both the universities and the D.Y.S.

- i.e.
1. contracts for special services of training interns on a semi-annual or annual basis.
 2. provide experiences for graduate and undergraduate students who in exchange furnish low cost direct student contact staff.
 3. use professionals on projects, staff development (through Continuing Education) and as consultants to provide high level clinical services which would otherwise be extremely expensive to provide.

Observation:

Volunteer contacts and internships exist in many of the facilities. The researcher saw no coordinating of nor description of the programs.

There are programs functioning which involve university students living on the campuses at Florida School for Boys, McPherson School, and at Dozier. At Okeechobee and Dozier the students stay for a quarter or more and have instructors in residence.

Recommendation:

The Division of Youth Services should have an on-campus

coordinator of these university programs, who would outline expectancies and represent the Division with the University in case of questions or confusion. Students from the University should be chosen, perhaps even interviewed by D.Y.S., and should understand their responsibilities to the program before entering. Consideration must be given to the University calendar when planning work assignments.

F. Faculty Salaries

Rationale:

If there are to be "superior" educational programs in facilities of the Division, the faculties must be of the highest quality. There must be full recruiting, careful selection, well planned orientation and training programs, adequate fringe benefits, psychological rewards, and competitive salary schedules.

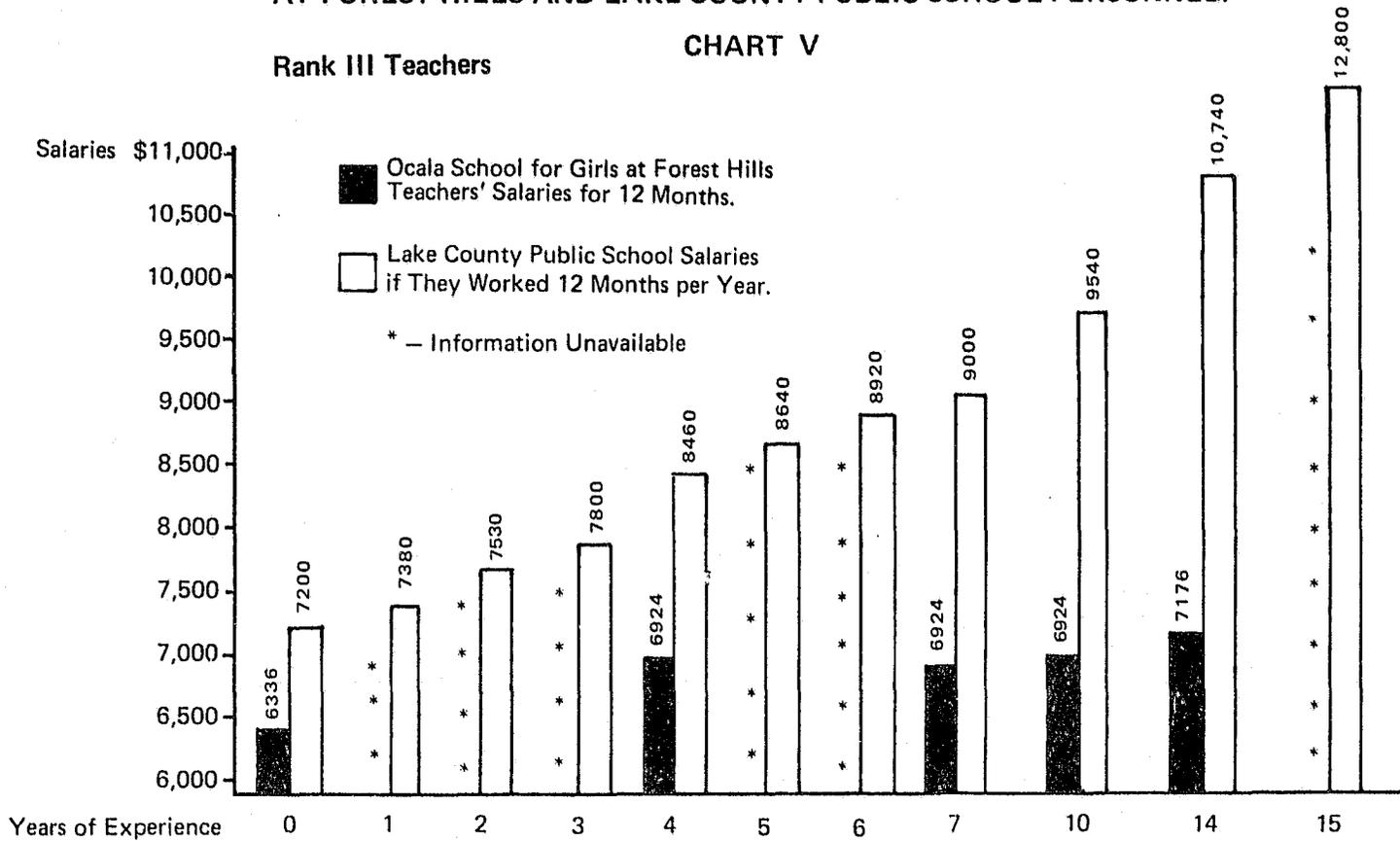
Observation:

In 1969 a comparison of salaries paid Division of Youth Services teachers and those paid teachers in some of the counties where schools were located - indicated that professional educators working for the Division were paid very low salaries. (Charts V and VI).

The current salary study reveals that it would appear the salaries are comparable at the present time. However, the Division personnel work 8 a.m. to 5 p.m. a day, have responsibilities for group participation, and are on 12 months assignment. (Charts VII and VIII).

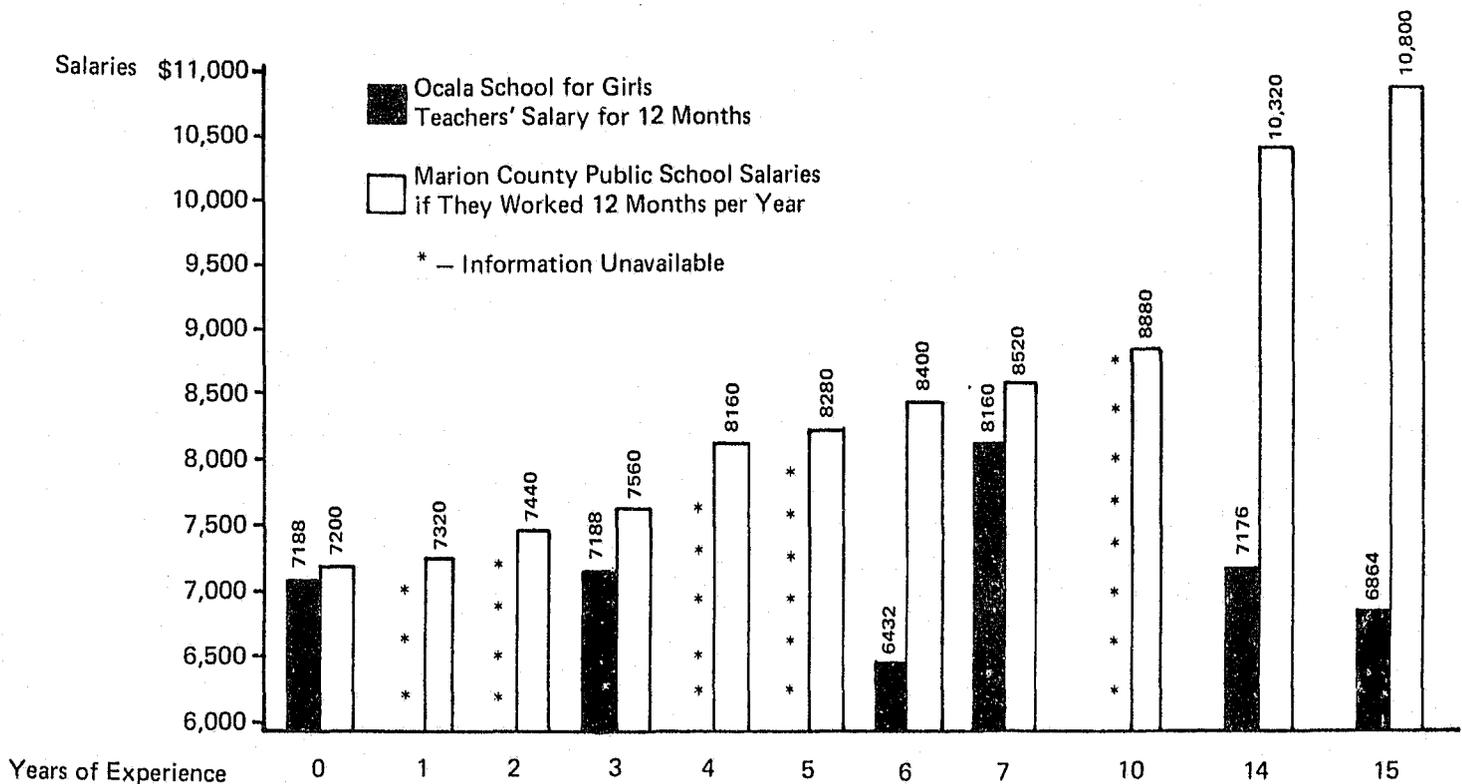
**1969 COMPARISON OF SALARIES BY EXPERIENCE OF THE OCALA SCHOOL FOR GIRLS
AT FOREST HILLS AND LAKE COUNTY PUBLIC SCHOOL PERSONNEL.**

Rank III Teachers CHART V



**1969 COMPARISON OF SALARIES BY EXPERIENCE OF THE OCALA SCHOOL
FOR GIRLS AND MARION COUNTY PUBLIC SCHOOL PERSONNEL**

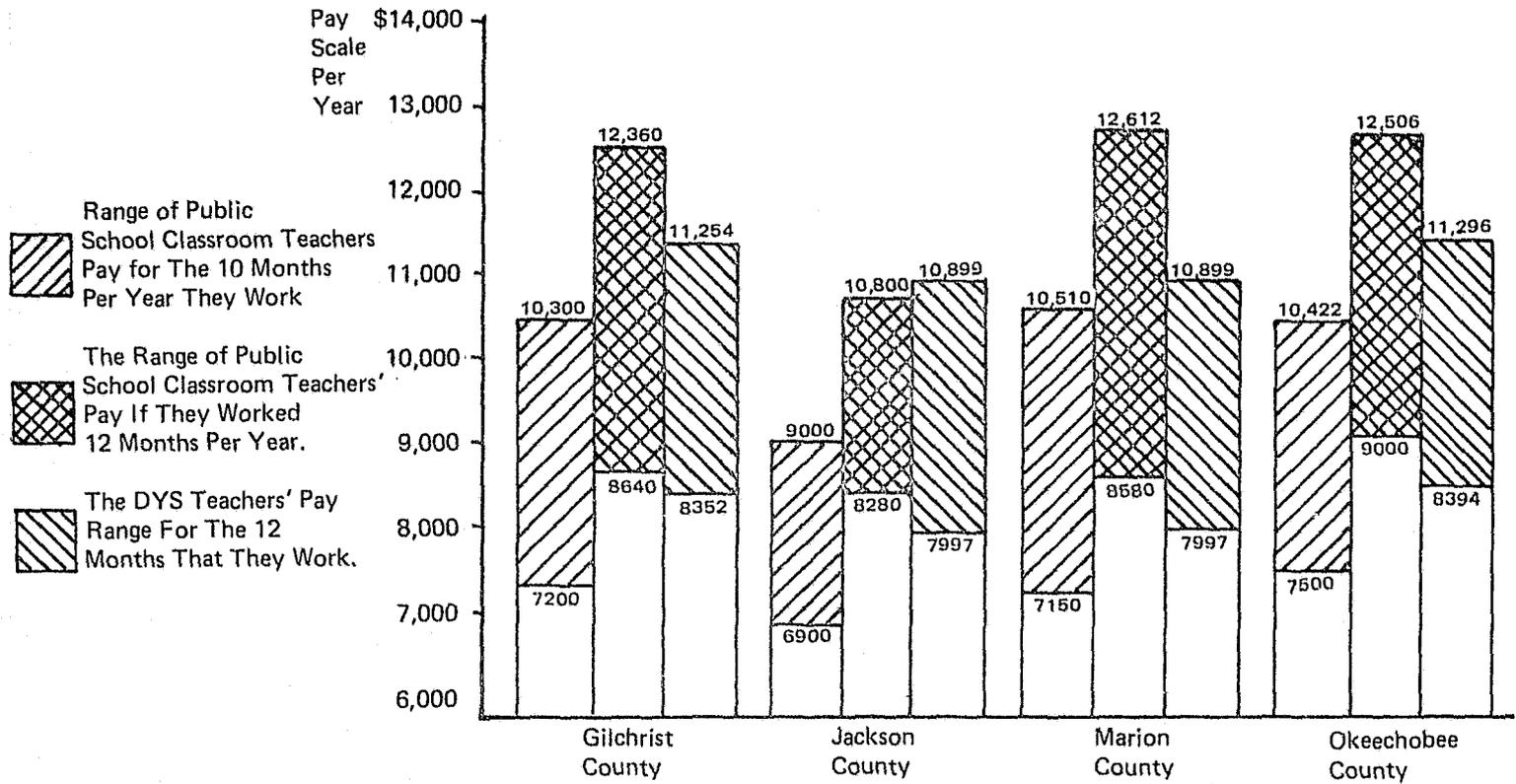
Rank III Teachers CHART VI



**PAY SCALE DIFFERENCES IN DYS SCHOOL PERSONNEL
AND PUBLIC SCHOOL PERSONNEL 1974**

CHART VII

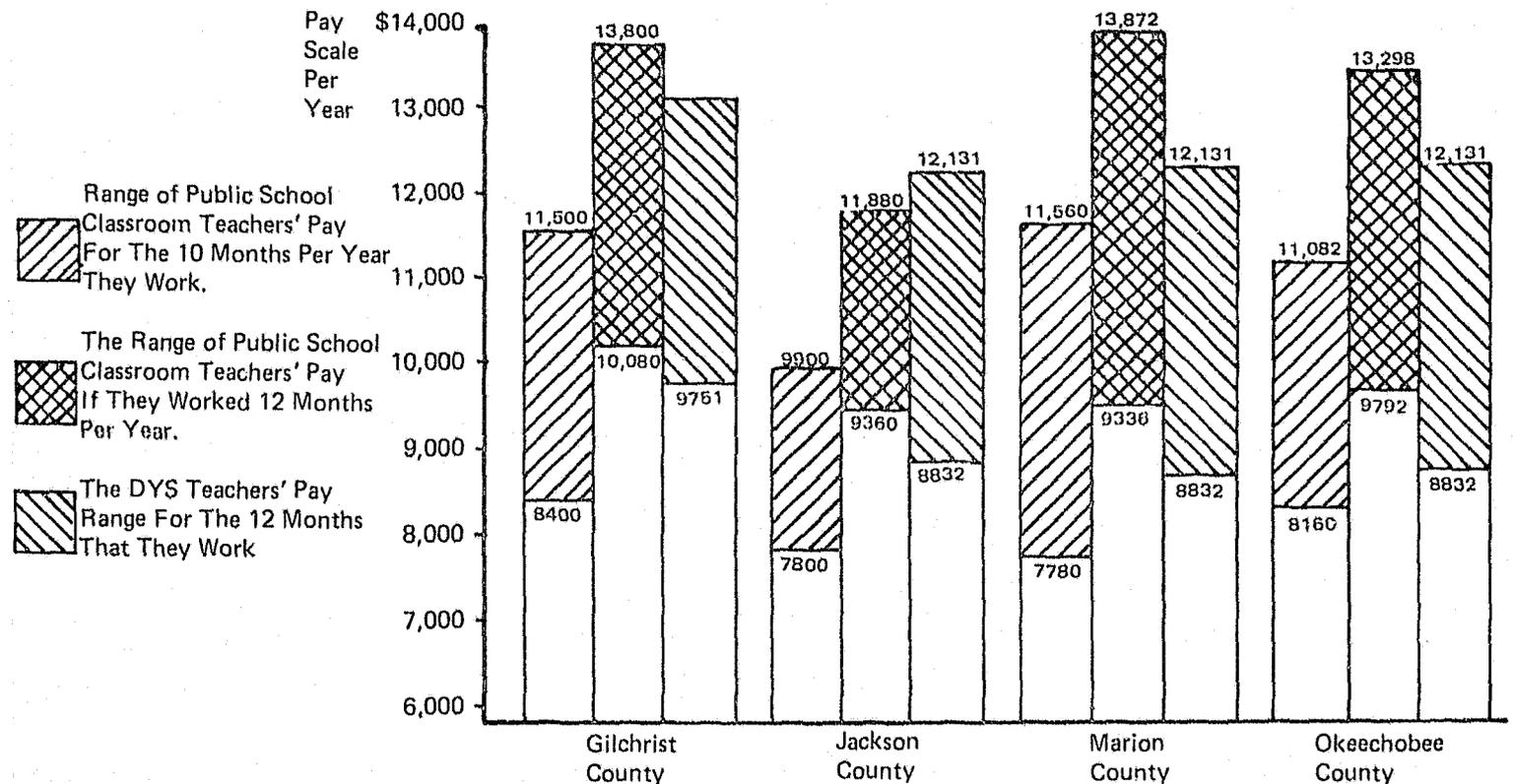
Rank III Teachers. DYS Classroom Teacher I



**PAY SCALE DIFFERENCES IN DYS SCHOOL PERSONNEL
AND PUBLIC SCHOOL PERSONNEL 1974**

CHART VIII

Rank II Teachers and Guidance Counselors. DYS Classroom Teacher II



SALARY STUDY*

| | Gilchrist Co. Lancaster | Jackson Co. Dozier | Marian Co. McPherson | Okeechobee Co. F.S.F.B. |
|---------------|----------------------------|-----------------------|-------------------------|----------------------------|
| Rank III | \$12,360 | \$10,800 | \$12,612 | \$12,506 |
| C.R.T. I** | \$11,254 | \$10,899 | \$10,899 | \$11,296 |
| Differential | \$1,106 - 8.9% | \$99 - .9%*** | \$1713-13.6% | \$1210 - 9.7% |
| Rank II | \$13,800 | \$11,880 | \$13,872 | \$13,298 |
| C.R.T. II | \$13,050 | \$12,131 | \$12,131 | \$12,131 |
| Differential | \$750 - 5.4% | \$251-2.1%*** | \$1741-12.6% | \$1167 - 8.8% |
| Co. Principal | \$16,752 | \$14,900 | \$18,000 | \$17,194 |
| DYS Principal | \$14,470 | \$14,470 | \$14,470 | \$14,470 |
| Differential | \$2,282-13.6% | \$430-2.9% | \$3530-19.6% | \$2724 - 15.8% |

*Maximum salary, 12 month period.

**C.R.T. stands for Class Room Teacher - the job classification for D.Y.S. employed teachers.

***In Jackson County the D.Y.S. salary exceeds the public school salary in these two categories

Recommendation:

That consideration be given to compensation based on an average monthly salary in line with the counties in which the schools are located which would allow for appropriate payment for the extra two months worked.

V. INTERFACE OF TOTAL PROGRAM: An Analysis of the Way Guided Group Interaction and the Principles of Reality Therapy Interface with the Vocational Education and Basic Education Programs.

Rationale:

Treatment in the Florida Division of Youth Service's institutional programs encompasses all of the activities of a child's institutional life. The core of the re-socialization process is the reality based-guided group sessions in which peer influence is the vehicle of change. The educational and vocational programs are an integral part of the total treatment process and they cannot be separated from the treatment function because these programs are developmental and have therapeutic values in addition to their instructional values.

The Children's Bureau of the U.S. Department of Health, Education and Welfare and the National Association of Training Schools and Juvenile Agencies have pointed out:

"The educational program in each training school should provide every student maximum opportunity for learning in accordance with his abilities, interests and his total treatment program. Such planning requires a close working relationship between the educational staff and the clinical services staff."

The American Correctional Association takes the position that:

"Correctional education administration should emphasize sound concepts of education administration and give special attention to integrating the educational program with the entire institutional program."

The 1973-1974 Educational Plan of the Florida Division of Youth Services relates how its exceptional child education program requires that each individual child is provided education relevant to the student and his needs and how there is conside-

rable interfacing between the Reality Therapy-Guided Group Interaction program. Since the students in each cottage are divided into two groups for their daily therapeutic group sessions, it has also been arranged for them to attend school together. In most cases, the teacher also serves as group leader for the daily sessions.

All institutional staff, resources, and faculties must not be fragmented but must function cohesively in this total approach to treatment. This total approach is possible only if the educational and vocational programs are meshed with all other institutional programs and activities.

Observations:

The trend in the Division's treatment programs is toward the integration of program components to effect a consistently coherent effort to satisfy each individual child's treatment needs. All staff members appear to agree on program philosophy and objectives, and they are making the effort to implement the treatment process on a consistently global scale.

In each Training School the majority of group leaders are teachers, and this arrangement is quite obviously significant in terms of educational-vocational involvement in the group treatment program. In addition, without the use of teachers the institution would find it difficult to provide the number of group leaders required to operate a program in which all children are involved in daily group session.

The daily group leader training sessions provide the structure for the training of group leaders as well as the coordination of the total group treatment process. The success of the

group program is directly related to the training session and the entire treatment process is strengthened by staff from the different program areas coming together to discuss and share experiences.

Although the trend in the Division's Training Schools is toward a collective cohesive interfacing of treatment programs, there is a noticeable separation throughout the system.

Indications are that the facilities are making positive progress in promoting more effective communication between line staff and administrators. The Training Schools vary in the degree to which each institution needs to address itself to this vital interactional process.

The staff development programs in these facilities are beginning to have an impact on the programs for youth, but at the McPherson School the training specialist position has been unfilled for several months. (At the time of this study.)

In two of the Training Schools academic staff meet separately from homelife staff in their group leader training sessions, while at the other two schools the sessions are continued with staff from all of the program areas meeting together.

In the Group Treatment facilities the problems vary with the administrative structure of the facility.

Recommendation:

1. There is a need to continue to establish and maintain open lines of communication between line staff teachers and administrators. Clear channels of communication must exist at all levels if an organization is to fulfill its therapeutic purpose.
2. All of the facilities visited can benefit from improved programs of staff development and training.

William Glaser in Schools Without Failure emphasizes that to be successful with children, schools must allow for students to experience good relationships with other people. If relationships are to be instruments of change, emphasis must be placed upon the personal development of staff. Healthy staff makes for healthy students. In depth training in the principles and techniques of Reality Therapy and Guided Group Interaction in addition to the clarification of how these two approaches are adaptable to the group treatment process in the treatment facilities should aid in improving program effectiveness. Increased emphasis on the orientation of all new employees to the philosophy of treatment and the function of their role in relation to the total treatment process should be of additional benefit.

3. To ascertain their effectiveness and allow for increased accountability the Bureau of Research, Statistics and Planning should work closely with the Bureaus of Education, Staff Development, Training Schools and Group Treatment in the design, implementation and interpretation of training program evaluations.
4. The present ratio of social service workers (caseworkers) to students in the Training Schools is about 1 to 70. National standards call for a ratio of 1 to 30. Efforts should be made to bring this present ratio closer to national standards so that the social worker can give the necessary attention to the development of each individual youngster's treatment plan, and also provide the individual counseling which is an important supplement to the therapeutic group experience.
5. Incentives need to be established which give appropriate recognition to those staff members who function in the role of group leader. Some form of extra compensation seems proper.

VI. MANAGEMENT INFORMATION AND REPORTING PROCEDURE

Rationale:

Continuous and effective management information and reporting procedure is essential to program evaluation and planning.

Observation:

Many hours were spent in collecting data that should be reported routinely during the year to facilitate program planning, improvement and evaluation.

Recommendation:

1. That the Bureau of Research, Statistics and Planning as part of the management system, develop a reporting procedure for student information which can be processed routinely as students are furloughed on a monthly basis, coded, punched, and stored in a computer for an annual program run which will supply all the basic information for this annual evaluation (suggested form included). Copies of the report should be sent to the Bureau of Education and the Bureau of Research, Statistics and Planning.

2. A procedure be developed for the information sent to the files on the regular aftercare reports be routinely coded, key punched and stored for retrieval for an annual report on the whereabouts of students since this area is the one specific measure of success.

3. That a computer program be written specifically to handle information needed for the annual educational evaluation. This information may then be retrieved, studied, analyzed, and reported systematically and regularly to planners and decision makers who have the responsibility for and the authority to make changes which might be indicated by results.

4. That a faculty report be submitted at the beginning of each fiscal year detailing information on the faculty (suggested form included). A procedure should be developed for handling deletions and replacements so that a current faculty status list will be on record with the Bureau of Education and the Bureau of Research, Statistics and Planning at all times. This information would therefore be ready for annual review and study.

5. Research and records are often confused and distorted by students with the same names. Follow-up studies are difficult or impossible. In order to get a job a student must have a social security number. The procedure for getting those not previously issued is simply a matter of mailing in a card.

Division files are in alphabetical order by name at the present time. In the interest of good research design and procedure, it is recommended that social security numbers be used to specifically identify the students who are wards of the Division of Youth Services.

PROPOSED
STUDENT INFORMATION FORM

DYS NUMBER _____ SEX _____
AGE _____ COUNTY _____
LENGTH OF STAY _____ SLOSSON I.Q. _____
GRADE LEVEL: INTAKE _____ EXIT _____

| <u>C.A.T.</u> | <u>READING TOTAL</u> | <u>MATH TOTAL</u> | <u>LANGUAGE TOTAL</u> | <u>BATTERY TOTAL</u> |
|---|----------------------|-------------------|-----------------------|----------------------|
| <u>PRE-TEST</u> | _____ | _____ | _____ | _____ |
| <u>POST-TEST</u> | _____ | _____ | _____ | _____ |
| <u>INCREASE</u> <u>OR</u> <u>DECREASE</u> | _____ | _____ | _____ | _____ |

PROPOSED

DYS TEACHING FACULTY STATUS REPORT: FACULTY _____ DATE _____

| NAME | EXPIRES | RANK | TYPE | SUBJECT ON CERTIFICATE | TEACHING ASSIGNMENT | AGE | SEX | TEACHING EXPER. DYS PUB. | OTHER WORK TYPE YEARS | EXPER. SALARY |
|------|---------|------|------|------------------------|------------------------|-----|-----|--------------------------------|--------------------------|------------------|
| | | | | | | | | | | |

APPENDICES

I. GROUP TREATMENT

GROUP TREATMENT

The goals of the Bureau of Group Treatment list two statements that apply directly to education.

- (10) To meet the educational needs of youths for whom regular public school participation may not be indicated.
- (11) To provide remedial and tutorial assistance for youths in the program whose academic needs require this specialized intensive-type assistance.

The researcher visited 10 of the 24 centers open at the time of the study.

Title I funded teachers are serving now, and more are projected for the next year.

| 1973-74 | 1974-75 (Planned) |
|-------------------------|-------------------------|
| 9 Halfway Houses | 11 Halfway Houses |
| 3 START Centers | 7 START Centers |
| 6 Group Treatment Homes | 6 Group Treatment Homes |

The charts present an overview of the Group Treatment facilities that the researcher visited. This material is intended as base data from which changes and program development can be reported.

The faculty status report is a look at who the teachers presently are in those centers visited. Most of them are young, energetic and concerned.

A. Group Treatment Homes

Rationale:

A Group Treatment Home is a program for up to seven problem ridden delinquent children, usually ranging in age from ten to twelve. A husband and wife treatment team, augmented by relief staff, provide not only professional counseling, but also a home-

GROUP TREATMENT SURVEY
EDUCATIONAL PROGRAMS EVALUATION
DIVISION OF YOUTH SERVICES
APRIL 1974

| | GROUP TREATMENT HOME (1 of 7) | | | | |
|--|---|---|--|--|---|
| | TRY CENTER (1 of 5) | | START CENTERS (ALL 3) | | |
| | Ocean House | Daytona | Brevard | Fort Clinch | St. Johns |
| Description of Facility | PRIVATE HOUSE IN INTEGRATED NEIGHBORHOOD BOYNTON BEACH | CONVERTED MOTEL ON MAIN STREET HOLLY HILL | CONVERTED MOTEL ON OLD HIGHWAY NO. 1 SOUTH DAYTONA | OLD LODGE GROUNDS FT CLINCH STATE PARK FERNANDINA BEACH | LODGE ON ST. JOHNS RIVER— POOL, DOCK SWITZERLAND |
| Population: capacity, No., age, sex | 77 13 14 YR BOYS | 20 BOYS, 10 GIRLS, 12 HOUR DAY | 20-14; 14 17 YR GIRLS | 25 22, 14 16 YR BOYS | |
| Average Length of Stay | 4 5 MONTHS | 3 MONTHS | 6 MONTHS | 5 1/2 MONTHS | 25-18, 13-15 YR BOYS 4 MONTHS |
| Receiving and Orientation Medical Diagnosis and Testing | COMPLETE CHECK UP SOON AFTER ARRIVAL PUBLIC SCHOOL TUTOR ALSO TESTS PRE AND POST ON READING | COMPLETE MEDICAL, V.D. CHECK SCHOOL PSYCHOLOGIST DOES PRELIMINARY EXIT 2 WEEKS BEFORE EXTENDED HOME VISIT | COMPLETE INCLUDING HEARING, VISION, V.D., PREGNANCY HELP FROM COUNTY HEALTH DEPT WRAT PURCHASED BY AND ADMINISTERED BY TEACHER | COMPLETE IDENTIFIED PROBLEMS ARE CARED FOR GIVEN 2 OR 3 DAYS AFTER ORIENTATION TO PROGRAM ABLE GATB TO FEW | COMPLETE-NEW RESIDENT-IF OVER \$50.00 PARENTS ARE NOTIFIED-REGULAR TRIPS TO DENTIST & DOCTOR ARE ARRANGED TAB-WHEN ARRIVE BOLET WORD RECOGNITION SRA READING COMPREHENSION |
| Groups | AFTERSCHOOL SHORT DUE TO AGE OF BOYS | 3-4 30 5 DAYS A WEEK USED IN CLASS AS NEEDED, "SPECIAL MEETINGS", TEACHERS SOMETIMES GO | AFTERNOON TEACHERS RARELY GO | 8 00 A.M. ALL STAFF, TEACHERS SOMETIMES- GROUPS FUNCTION IN CLASS AS NEEDED | 3 5 P.M. ALL PARTICIPATE GROUPS IN CLASS AS INDICATED |
| Student Incentive Program | HOUSE RESPONSIBILITIES VARY DUTIES POSTED | J.C. ELECTED BY RESIDENTS' RESPONSIBILITIES EARNED | ORGANIZATION SET UP GIRLS ELECTED TO MANAGEMENT POSITIONS KITCHEN TOP HOUSE JOB | POSITIONS ACQUIRED BY RESPONSIBILITY-- 2 J.C. ELECTED BY PEERS | VOTE FOR J.C. -3 REGULAR, 1 ASSISTANT KITCHEN TRAINEE SELECTED BY COOK - DUTIES ROTATE: K.P., YARD, LAUNDRY, COMMISSARY RUN |
| Education Program | BOYS GO TO PUBLIC SCHOOL | TEACHERS EMPLOYED BY COUNTY HAVE ADVANTAGES OF MATERIALS AND SUPPORT OF COUNTY EDUCATION PROGRAM | GOOD NEW SCHOOLHOUSE ORDERLY, NEAT, APPEARS PRODUCTIVE | WELL ORGANIZED, MATERIALS ARRANGED, REFERENCES AVAILABLE, ORDERLY | 0 3 READING LEVEL 1 GROUP 4 UP-OTHER IN SEPARATE HOUSES FOR DAY |
| Teaching Personnel | 1 CERTIFIED TEACHER READING TUTOR 2 NIGHTS A WEEK | 1 SPECIAL EDUCATOR 1 SECONDARY EDUCATOR | 2 FULL TIME, 1 BASIC ED., 1 VOCATIONAL ED., 1 AIDE | 2 FULL TIME 1 BASIC ED., 1 VOCATIONAL ED. 1 AIDE | 2 FULL TIME, 1 PART TIME 1 FULL TIME AIDE |
| Facility | STUDY HALL AT DINING TABLE AFTER DINNER | 2 SEPARATE CLASSROOMS TEACHERS ROTATE GROUPS | SEPARATE SCHOOL HOUSE OPENED JAN '74, FOR BASIC VOCATIONAL ED. IN RECREATION ROOM | BASIC ED. SCHOOL HOUSE BUILT BY COMMUNITY VOCATIONAL ED. SHOP BUILDING, NEW BUILDING IS PLANNED | 2 SEPARATE HOUSES--GROUPS DIVIDED BY READING LEVEL |
| Curriculum | PUBLIC SCHOOL, TUTOR READING | WORLD OF WORK, GOVERNMENT JUSTICE SYSTEM, HEALTH, SEX, TRANSPORTATION, CONSUMER EDUCATION | CONSUMER EDUCATION, WORLD OF WORK, HEALTH, TYPING, PRODUCTS OF U.S., ECOLOGY, FLORIDA, READING, & SCIENCE | CONTRACTS VERBAL & WRITTEN WITH TIME FRAME GROUPS DECIDE ON SUBJECT MATTER TAX FORMS, BANKING, CREDIT, FAMILY PLANNING ARE EXAMPLES | READING--BASIC ED --VARIETY OF SUBJECTS TREATED OF HIGH INTEREST MATERIALS ON EASY READING LEVEL |
| Physical Education | PUBLIC SCHOOL 1 PLANNED PHYSICAL ACTIVITY EACH AFTERNOON | 2 DAYS A WEEK TO PARK | DAILY INSTRUCTION IN PHYSICAL FITNESS | WEAKNESS IN PROGRAM FREE PLAY, LIFE SAVING COURSE PLANNED | GREEN COVE SPRING GYM REGULARLY |
| Field Trips (Educational) Recreational | PLANNED FOR SUMMER BEACH CAMPING | USED AS PAYOFF FOR GOOD BEHAVIOR | MONTHLY EDUCATIONAL & CULTURAL TRIPS PLANNED, LIBRARY TRIP WEEKLY REWARDS | FEW IN PAST | TRIPS ARE PLANNED AS EXTENSION OF REGULAR ED PROGRAM NEWLY ACQUIRED BOAT, OVERNIGHTS |
| Career Education | PUBLIC SCHOOL CAREER AWARENESS LEVEL | NOT AS SPECIAL AREA | WORLD OF WORK NO EMPHASIS | VOCATIONAL ED. TEACHER TEACHES & PROVIDES MATERIALS | ROLE EMPHASIS WORLD OF WORK MATERIALS |
| Recreation | POOL TABLE, BASKETBALL, OTHER SPORTS | POOL TABLE, DANCING, BASKETBALL HOOP, (LAND) | SOME GAMES | BEACH POOL TABLES, TABLE TENNIS, BIRTHDAY PARTIES | MOVIES, COOK OUTS, POOL, EXCHANGE DINNERS |
| Arts and Crafts | OCCASIONAL PROJECTS | PENDING | YES-VOLUNTEERS | VOCATIONAL ED., TEACHER TEACHES & PROVIDES MATERIALS | BY VOLUNTEER-- TUES-- 1.30-3.30 |
| Placement and Follow up | ALL CONTINUE IN PUBLIC SCHOOL | NO PROCEDURE | NO PROCEDURE | NO PROCEDURE | NO PROCEDURE |
| Volunteers | NONE AT PRESENT | FEW | MORMONS FT U -MUSIC & ART | NONE AT PRESENT | MAINTENANCE MAN HAS SCOUT PROGRAM--CRAFTS |
| Family Counseling | ENCOURAGE VISITS, ARRANGED IN ADVANCE | PARENT GROUPS NEW STAFF PARENT COUNSELING REGULAR | NONE | LITTLE CONTACT VISITS ARE RARE | LITTLE FAMILY CONTACT PLANS ARE TO FIX UP THE EXTRA RESIDENCES AND INVITE WEEKEND VISITS OF PARENTS |
| Staff Development and Training | ALL HAVE COME FROM OTHER SECTIONS OF DIV S | 3 PRIOR INTERNS LEARN BY PARTICIPATING PROMOTIONS INTERNAL | NO PROCEDURE VARIOUS BACKGROUNDS ATTEND STAFF DEVELOPMENT ACTIVITIES GLASSER SEMINAR | STAFF CIRCULATED MATERIAL NO FORMAL PROCEDURE WEEKLY MEETINGS ALL STAFF INCLUDING TEACHERS | NEW SUPERINTENDENT EXCELLENT IDEAS FOR STAFF DEVELOPMENT -TRAINING GROUPS PROFESSIONAL LIBRARY FILMS, MATERIALS AND DISCUSSIONS |
| Community Relations | NO COMMITTEE HOUSE PARENTS SPEAK TO CIVIC CLUBS | SAME AS 2 OTHER FACILITIES 12 PEOPLE DO NOT MEET REGULARLY | JUST ORGANIZING- HAVE SOMETHING GOING WITH CITIZENS THROUGH EFFORTS OF TEACHER | GROUP MEETS EVERY 1 OR 2 MONTHS BOYS SPEAK AT CIVIC CLUBS & SCHOOL CLASSES | PLAN OPEN HOUSE EVERY 2 MONTHS-- DRAW FROM ST AUGUSTINE |
| Need expressed by Staff | REGULAR MEETINGS WITH OTHER HOUSE PARENTS | 12 MONTH CONTRACT FOR TEACHERS AT VERY LEAST HALF DAY FOR SUMMER | ORGANIZED GRADUATE PROGRAM VOCATIONAL ED MATERIALS SEWING etc | MORE EASY READING MATERIALS ORDERED | MORE FISHING GEAR NOTE NEW FACILITY PLANNED |

GROUP TREATMENT SURVEY
EDUCATIONAL PROGRAMS EVALUATION
DIVISION OF YOUTH SERVICES

APRIL 1974

HALF WAY HOUSES
15 of 111

| | Criswell | Duval House | Hillsborough House | Pensacola Boys Base | Pentland Hall |
|--|--|---|---|--|---|
| Description of Facility | CONVERTED POLICE ACADEMY TALLAHASSEE | RANCH STYLE - 8 ACRES, POOL, 1 ARTHRITIC HORSE JACKSONVILLE | CONVERTED YELLOW STUCCO CHURCH INNER-CITY - TAMPA | 2 BARRACKS COREY FIELD N.A.S PENSACOLA | OLD FLORENCE CRITENTON HOME 5 MIAMI |
| Population: capacity, No., age, sex | 25 23, 15 16 YR BOYS | 20-16, 13-17 YR GIRLS | 25 28, 14 17 YR BOYS | 25 24, 14 17 YR BOYS | 20-18, 15 18 YR GIRLS |
| Average Length of Stay | 4 5 MONTHS | 4 MONTHS | 4 1/2 MONTHS | 4 1/2 MONTHS | 4 1/2 MONTHS |
| Receiving and Orientation Medical Diagnosis and Testing | COMPLETE ON ENTRANCE RIGHT TO READ - REAL PROVIDED BY LITERACY COUNCIL WRAT - MATH SLOSSEN QUICK | WITHIN 48 HOURS. V.D. - PREGNANCY - COMPLETE GOOD RELATIONS WITH FAMILY PLANNING CLINIC IN HOSPITAL | COMPLETE PRIOR TO ADMISSION - OR AFTER SLOSSEN I.Q., TABE, GATB, DETROIT LEARNING DISABILITIES BENDER GOODENOUGH OTIS & BETA I.Q. | MILITARY DEPENDENTS USE BASE FACILITIES COMPLETE CHECK UP FOR ALL ABLE & HOW DO I SEE MYSELF | COMPLETE PHYSICAL INCLUDING V.D. & PREGNANCY TEST UNIV. OF MIAMI STUDENTS TEST GIRLS IN FILE TUTOR HAS PERSONAL INTERVIEW TO DETERMINE NEEDS |
| Groups | P.M. GROUPS USED IN CLASS AS NEEDED | 3:45 - 1:00 HOURS MANY IMPROMPTU RAP SESSIONS | 4 5 30 ALSO 7 8 30 P.M. TEACHERS NOT IN GROUPS | AFTER SCHOOL - GROUPS FUNCTION IN LEARNING CENTER WHEN NEEDED | 7 00 P.M. 5 DAYS A WEEK |
| Student Incentive Program | 3 J.C.'s USED EXTENSIVELY BY STAFF - ELECTED BY PEERS | 2 J.C.'s ELECTED BY GIRLS SERVE TILL GRADUATE ROTATE - KITCHEN TRAINEE & ASSISTANT REQUEST CONSIDERATION | J.C. & MANAGEMENT POSITIONS (HOUSE, SUPPLIES, KITCHEN) ELECTED BY RESIDENTS WITH STAFF APPROVAL | WELL ORGANIZED PLAN FOR STUDENTS TO EARN RESPONSIBILITIES IN THE HOUSE | PYRAMID PROCEDURE MANAGEMENT POSITIONS EARNED |
| Education Program | TITLE I READING SPECIALIST | PUBLIC SCHOOL - FLORIDA JUNIOR COLLEGE ADULT PROGRAM VERY ACCOMODATING | SOME GO TO PUBLIC SCHOOL, SOME WORK, SOME ARE BEING EVALUATED | APPROXIMATELY 1/2 OF STUDENTS IN BIGGS VOCATIONAL SCHOOL AT TIME - OTHERS IN LEARNING CENTER | QUIN 5 SECT - 9 WEEKS - 12 MONTHS WALK TO SCHOOL - PICKED UP AFTER SCHOOL |
| Teaching Personnel | 1 PART TIME - READING | NONE | 3 PART TIME - READING, MATH & COUNSELOR | COORDINATOR NON DEGREE - 2 YEARS HOSPITAL FOR RETARDED CHILDREN | 1 TUTOR - NON DEGREE 2 1/2 HOURS A WEEK - GOOD RAPPORT |
| Facility | DINING ROOM USED HAVE SEPARATE LIBRARY BUILDING | NO FACILITIES | USE DINING ROOM AND RECREATION ROOM | LEARNING CENTER EQUIPPED WITH LISTENING VIEWING CARRELS, CRAFTS, LIBRARY, SCIENCE ROOM - ALL IN SEPARATE BARRACKS | 1 ROOM DESIGNATED FOR STUDY AND CLASSE |
| Curriculum | TASK ORIENTED LEARNING PROJECTS - LITERACY COUNCIL MATERIALS - PROGRAM READINESS FOR SCHOOL RE-ENTRY | NONE | REMEDIAL READING, MATH | REMEDIAL READING AND MATH | EMPHASIS ON READING |
| Physical Education | INCIDENTAL - NO PLANNED PROGRAM. BASEBALL FIELD GETS ALMOST DAILY USE | 2 NIGHTS A WEEK TO YWCA - LIFE SAVING PLANNED FOR POOL - HORSE(?) | NO LAND | BIGGS VOCATIONAL OUTSTANDING PROGRAM PUBLIC SCHOOL | EXERCISE NIGHTLY |
| Field Trips (Educational) (Recreational) | FREQUENTLY - TO STATE BUILDINGS AND POINTS OF INTEREST IN AREA | FEW MOVIES | PLANETARIUM, MUSEUM PLANNED | EASILY ARRANGED TRANSPORTATION - GO OFTEN CAMPING, CAR RACES, DANCING SWIMMING, ALL BASE FACILITIES | FLORIDA KEYS - CAMPING TRIP - PLAN 1 EACH 2 WEEKS |
| Career Education | SOME TALK - LITTLE OR NO CAREER COUNSELING | AVAILABLE TO THOSE AT SCHOOL | RELATIONSHIP WITH MODEL CITIES PROGRAM PROVIDES OPPORTUNITY | BIGGS VOCATIONAL SCHOOL SPECIAL OPPORTUNITY | INCIDENTAL |
| Recreation | ACTIVITIES PLANNED | POOL, HORSE, COOK OUTS, EXCHANGE DINNERS | DIFFICULT - NO LAND - RIVER CLEANUP - CIRCUS - FISHING | STUDENT RECREATION MANAGER - PLANS ACTIVITIES, CHECKS OUT EQUIPMENT - WORKS WITH STAFF | VOLLEYBALL, BEACH, MOVIES |
| Arts and Crafts | INCIDENTAL | PAINTING & ART VOLUNTEERS | PHOTOGRAPHY, LEATHER, PAINTING - VOLUNTEERS - O.P.S. WOODWORK & CERAMICS | PLANNED | PENDING |
| Placement and Follow up | NO PROCEDURE | NO PROCEDURE | NO PROCEDURE | NO PROCEDURE | NO FORMAL PROCEDURE 1 OF 50 GRADUATES, ONLY 2 WENT TO ADULT COURT |
| Volunteers | MANY - ALL KINDS - 50 - 2 VOLUNTEERS SLEEP OVER - (FSU, TCC, FAMU), PLUS COMMUNITY | FEW - ISOLATION OF THE FACILITY IS PROBLEM | LIVE IN VOLUNTEER COORDINATOR TUTORS - SERVICE CLUBS - UNIVERSITIES - MANY PEOPLE HELP | MANY COME OFTEN NEW ONES ALL ALONG - SUPERINTENDENT HANDLES UNDESIRABLE ONES | 3 INTERNS F.T.U. 10 UNIV. OF MIAMI AZD EEE |
| Family Counseling | LITTLE CONTACT | RARE | SOME - NOT FORMALLY RELY ON FIELD SUPERVISOR | NONE RELY ON FIELD SERVICES | LITTLE TO NONE |
| Staff Development and Training | ENCOURAGE ATTENDANCE AT STAFF DEVELOPMENT WORKSHOPS - CIRCULATE MATERIALS AND DISCUSS AT STAFF MEETINGS - PROMOTIONS HAVE COME FROM TRAINED PEOPLE | RELY ON STAFF DEVELOPMENT TAKE ADVANTAGE OF TRAINING OPPORTUNITIES PROMOTE FROM WITHIN - GROW IN TRAINING | NEW STAFF JUMP IN - MUST OBSERVE BEFORE JOINING CIRCLE - MUST RELATE TO | NEW STAFF TAUGHT BY OLD ONES ATTEND STAFF DEVELOPMENT SESSIONS ATTENDED | 2 WEEKS TO MONTH READ GLASSER - OBSERVE GROUPS, DISCUSS TREATMENT PROCESS, THEN PARTICIPATE |
| Community Relations | FUNCTIONING - HEAVY WITH CIVIC LEADERS | | ONE EXISTS - NOT MEETING AT PRESENT | COUNCIL MEETS REGULARLY SCHOOL COMMUNITY SUPPORT | HAVE NEWLY ESTABLISHED BOARD |
| Need expressed by Staff | FULL TIME RESIDENT EDUCATOR | RESIDENT EDUCATOR | FOR FEEDBACK TO USE FOR PROGRAM IMPROVEMENT | SMOOTHER RELATIONSHIP UNIVERSITY OF PENN. STATE | ARTS & CRAFTS |

EDUCATION EVALUATION

Sampling: Group Treatment

1974

Qualifications of Teachers

START CENTERS

| | Rank | Certified In | Teaching | In Education | DYS | Out of Education | Work |
|------------|-------------|------------------------------------|--------------------|--|--------|--------------------------------------|----------------------------------|
| Brevard | III | Voc. Ho.Ec. | Voc. | 0 | 6mos. | 0 | 0 |
| | III | So.Stud.-Bible | Basic Ed. | 5 yrs.Emo.Mal-adjusted | 1 yr. | 3 | Pastor |
| Ft. Clinch | Temp. | | | | | | |
| | III | So.Science | Basic Ed. | 0 | 6mos. | 0 | 0 |
| | III | Metal Shop | Voc. | 5 yrs. | 6mos. | 15 | Tght.Mgmt. Ed. Naval gun Fact |
| St. Johns | II | Math 7-J.C. | Lower Basic Ed. | Ed. Dis. 7/wRet. | 1 yr. | Acct. Asst. Rec. Supervisor | 0 |
| | III | Bio. Gen.Science Math.Phy.Chem. | Upper Basic Ed. | 10 yrs. | 5 yrs. | Govt. Adm.12 yrs. Military 2 yrs. | |
| | III Aide | Elementary | Read. Sp. Aide | Remedial 7yr. Retailing, Charm Kindergarten | 4mos. | National Airlines | |

TRY CENTERS

| | | | | | | | |
|------------------------|-------|--------------------------------|----------------------------------|-------------------------------|--------|------------------------|----------------|
| Daytona | II | Intellectual Disabilities | Soc.Mal. & Emot. | 4 yrs. | 1 yr. | 6 yrs. Comm.Ser.DYS | Paid by county |
| HALFWAY HOUSES | III | Science | Basic Ed. | TMR/EMR 4yrs. | 1 yr. | 0 | Paid by county |
| Hillsborough | II | Reading-Math. | Read.Math. | 17 yrs. | 1 yr. | 0 | 6 hrs. |
| | III | Elec. Ed. | Math | | 1 yr. | 0 | 6 hrs. |
| | III | Soci.Adult Ed. | Counselor Tutor, G.A. & B. | 5 yrs. | 1 yr. | 0 | 6 hrs. |
| Duval Hall | 0 | | | | | | |
| Pensacola Boys Base | Coor. | Learning Center | | Non-degree | | | 40 hrs. wk. |
| Pentland Hall | Tutor | | | 3 1/2 yrs. Col. Non-degree | | | 23 1/2 hrs.Wk. |
| Criswell House | II | Exceptional Child & reading | | | 2 mos. | Research 5 yrs. | |

like atmosphere in which these children receive' the affection, "parental" discipline and security heretofore missing in their lives. The youngsters also have their own daily group meetings with the staff.

The researcher visited one of the seven Group Treatment houses presently in operation.

Observation:

The home-like atmosphere provided structure needed by the students and seemed to be comfortable. Students were busy and at ease. A tutor comes to the house two nights a week.

Recommendation:

Educational progress and Aftercare success of these younger people be monitored and results be used to plan additional such houses as needed.

B. TRY Centers

Rationale:

The TRY Center is a non-residential program for 30 boys and girls who are experiencing difficulty on probation or parole, or committed by the court, yet are considered capable of living at home during participation in an extensive treatment program.

The researcher visited one of the five TRY Centers open and operating on this date (4-74). The others were polled by telephone regarding their educational programs.

| <u>CENTERS</u> | <u>FUNDS</u> | <u>TEACHER</u> |
|----------------|--------------|-------------------------------|
| Daytona | County | 2 Special Education |
| Ft. Lauderdale | County | 1 Work Experience Coordinator |
| Miami | County | 2 Home Bound |
| Palm Beach | County | 2 Special Education |
| Pinellas | None | Children go to public school |

Observation:

The teachers are on only 10 months contracts though the program runs twelve. Teachers are not in groups and program is viewed by students as separate from treatment.

Recommendation:

That contact be made with county administrators to provide year round educational program operation in the centers which function to meet the needs of students twelve months of the year.

Teachers should be encouraged to use the principles of Reality Therapy in class and should be part of the groups so that the entire treatment program is viewed in concert.

C. START Centers

Rationale:

The START Center is a residential treatment center located in the suburbs or a rural area, for 25 boys or 20 girls not yet displaying an ability to cope with the responsibilities of daily community living.

The START Center is similar to halfway houses except:

1. A remedial academic program is provided at the facility. The Center has its own teachers. Much emphasis is placed on imparting the motivation and skills necessary to function successfully in public schools later.

The researcher visited all three of the operating centers.

Observation:

The educational programs of the three existing START Centers are diverse and lack direction. The facilities and staff's are on the whole innovative and exciting.

Recommendation:

More and better coordination of the programs of the START Centers with the overall objectives of the Education Bureau and the Division of Youth Services as all work together to meet the needs of the students.

D. Halfway Houses

Rationale:

The researcher visited 5 of the 11 Halfway Houses. "These Houses are short term residential treatment centers for boys or girls which are located in relatively heavily populated urban areas. Residents are involved in intensive, reality-oriented, responsibility-bound treatment programs geared toward helping youth lead more socially acceptable and responsible lives."

The intention was that youths living in these houses would attend public or vocational school. Since the length of stay was shortened Division-wide, the time to "get ready" for school re-entry varies widely, and many problems are public education related - the trend appears to be to provide resident educators.

Observation:

It appears that approximately 1/3 of the residents at any one time are at home - not in school or at work.

Recommendation:

That carefully selected resident educators be employed to work in the Halfway Houses to do such things as:

1. Assist the student in self-evaluation of strengths and weaknesses by approved diagnosis.
2. Provide competency based personalized programmed instruction at a level that will be challenging but allow

for student success.

3. Work closely with the group treatment process to use principles of Reality Therapy in teaching.
4. Present a variety of educational and informational experiences.
5. Plan meaningful educational field trips.
6. Assist the student to plan his next step educationally so that it would be developmental and move him to a salable skill through vocational education, academic education, or on the job training.

E. Camps

Rationale:

The Division has developed a program designed to take juveniles, ages 8-12, adjudicated delinquent, and divert them from institutionalization. The Eckerd Foundation wilderness camps are E-HOW-KEE, E-NINI-HASSE, one for boys and one for girls. This program is planned to offer "a complete outdoor experience and aims at developing better integrated personalities through group cohesiveness and individual success at making it on their own".

The third camp was built by the state but managed by Eckerd professionals. This camp E-MA-CHAMEE, has 50 beds and is located near Milton, in northwest Florida.

The state has contracted with Eckerd for 20 beds in the other camps.

Observation:

The researcher did not visit a camp, but did interview a student who had been a resident and the admission director responsible for placement. The feeling was positive and the student suggested that others might profit by such an experi-

ence. The educational program of these facilities centers around "learning to function".

Recommendation:

That specific objectives be written and indicators identified that could be used as measures of success so that program evaluation might be made. A research project should be designed which will detail productivity of the program, the results of which could be used as a planning document for future program development.

Eckerd Foundation Research programs could well be replicated beginning at the opening of E-MA-CHAMEE in January, 1974. The results could clearly indicate success rate of students.

Camp Goal: The stated goal of the Eckerd camps is to "graduate" campers with an adjustment adequate for life, specifically: "the ability to give and receive love - ability to maintain employment - ability to be a contributing citizen - ability to sustain an average amount of stress. Ultimately, the camper develops feelings of pride, self-esteem, self-worth and self-discipline".¹

1 Information Brochure, Eckerd Wilderness Camping Program, March 15, 1974.

II. TRAINING SCHOOLS

TRAINING SCHOOLS

The four Training Schools of Florida's Division of Youth Services offer academic programs, enrichment, and vocational education. Students come to them reading from 0-16 (grade level) with a variety of aptitudes, interests, and personalities. Generally students are in academic classes half of the day, and enrichment or vocational the other half. Teachers are nearly all certified. There is a theoretical ratio of 1-10 in the classes (Actually it is closer to 1-14.) Title I has provided many materials and opportunities for instruction in the compensatory education programs.

This chart presents a survey of general areas at this time. The faculty status study provides an overview of the teaching faculty of the four schools.

Included in this section is the consultant's reports from each of the schools.

The reports are all prepared to recommend improvement, recognizing the difficult job that is being done well - as people of the Division of Youth Services combine efforts to bring information, expertise and action together to help people help themselves.

EDUCATIONAL PROGRAMS EVALUATION
DIVISION OF YOUTH SERVICES
1974

| | Dozier | Florida School For Boys | Lancaster | McPherson |
|---|--|--|--|---|
| Description of Facility | OLDEST SCHOOL IN STATE, ORIGINALLY BUILT 1901-NEW SCHOOL 1973. COTTAGES HOUSE 25-30. HAVE FOREST CAMP WHERE GROUP LIVES. MARIANNA - N W FLORIDA | BUILT - JULY 1959 - COTTAGE CONCEPT - HOUSING, HAVE CAMP FOR SPECIAL USE - 2 SCHOOL BUILDINGS JUNIOR AND SENIOR CAMPUS PROGRAMS - DIVIDED BY AGE OKEECHOBEE, RURAL S FLORIDA | NEWEST FACILITY BUILT JAN. 1971 - COTTAGE CONCEPT HOUSING TRENTON RURAL CENTRAL FLORIDA | OPENED ORIGINALLY 1915 - PREVIOUSLY JUNIOR CAMPUS SCHOOL BUILDING OPENED FEB. 1970 - CHANGED TO CO-ED APRIL 1971. COTTAGE HOUSING OCALA, CENTRAL FLORIDA - CITY |
| Population: capacity, No., age, sex 5-22-74 | 300-364 15 6 BOYS | 380-351 15 6 BOYS | 169-169 16 7 CO-ED | 144-161 15 6 CO-ED |
| Average Length of Stay | 5 1/2 MONTHS | 5 1/2 MONTHS | 11 MONTHS 24 DAYS | 5 1/2 MONTHS |
| Receiving and Orientation Medical Diagnosis and Testing | OBJECTIVE TO DIAGNOSE AND PRESCRIBE - MEDICAL AND DENTAL (HAVE RESIDENT DENTIST) USE SWELLING EYE CHART SPEECH THERAPY. HELP ASKED FOR V.R. REPRESENTATIVE AT "STAFFING" GIVE SLOSSEN I.Q. AND C.A.T. - OTHERS AS REQUESTED OR AS RECOMMENDED BY STAFF | BOYS SENT TO COTTAGES - RETURN TO R&O DAILY FOR 2 WKS - HAVE TESTING & COUNSELING PRIOR TO STAFFING ADMINISTER SLOSSEN I.Q. C.A.T. SOME STUD. TAKE Q.E.D. - GIVEN COMPLETE MEDICAL CHECK ON ADMISSION - PROBLEMS TREATED | NEWBERRY COTTAGE - COMPLETE MED. - GOOD RELATIONSHIP WITH U OF FLA. COLLEGE OF MED. - HANDICAPPED STUDENTS FILES ARE COLOR - CODED. SOMETIMES USE TRANSFER SCHOOL EXIT TEST AS BEGIN. TEST. KEEP RATING WELL ORGANIZED | PRIOR TO JULY 73, RECORDS FAIRLY GOOD. FROM THEN TIL FEB. 74, LITTLE TESTING DONE! GETTING ORGAN. NOW - MED & DENT. EXAM GIVEN - NEED TRANS FOR VR CLIENTS T APPOINTMENTS - R&O NEEDS ATTENTION |
| Groups | CLUSTER PEOPLE AND TEACHER RUN THE GROUPS 3:45 - 4:45 P.M. TEACHER PARTICIPATES | TEACHERS ARE GROUP LEADERS - 5 DAYS A WEEK - PEER PRESSURE IS EFFECTIVE AS DISCIPLINE AND CONTROL MEASURE | DAILY IN COTTAGES AFTER SCHOOL FUNCTION IN CLASS AS NECESSARY | TEACHERS ARE GROUP LEADERS - MEET DAILY AFTER SCHC |
| Group Incentive Program | TOKEN ECONOMY - EARN RANK - FUNCTIONS IN GROUPS | STUDENTS EARN RANK TO REVIEW BOARD FOR PRE-RELEASE STATES, NYPUM - MINI BIKES. TOKEN ECONOMY | GROUP BASED. HIGHLY STRUCTURED MINI BIKES NYPUM | RECREATION DEPT - MINIBIKE NYPUM PROGRAM |
| Education Method | 1:10 BASIC INSTRUCTION RATIO - OVER POPULATION SOMETIMES MAKES A DIFFERENCE. HAVE 2 TEACHERS AND 1 AID IN EACH LAB. INDIVIDUAL INSTRUCTION AND SMALL GROUPS. SOME PROGRAMMED INSTRUCTION | STUDENTS GO TO ACADEMIC BASIC REMEDIAL CLASSES 1/2 DAY, TO ENRICHMENT AND VOC. 1/2 DAY INDIVIDUALIZED INSTRUCTION | YOUNG FACULTY - INDIVIDUALIZED INSTRUCTION - AND GROUPS ACTIVITY | METHODS OF INSTRUCTION VARY FROM CHAPTER & VERSE TO INDIVIDUAL INSTRUCTION |
| Teaching Personnel | 2 ADMINISTRATORS, 28 ACADEMIC TEACHERS, AND 14 AIDS | 3 ADMINISTRATORS, 23 ACADEMIC, 9 VOCATIONAL, 17 AIDES | 2 ADMINISTRATORS 15 TEACHERS 8 AIDS | 1 ADMINISTRATOR, 15 TEACHERS, 8 AIDS NO EDUCATIONAL COUNSELOR! |
| Facility | EXCELLENT NEW FACILITY INNOVATIVE DESIGN WITH LIBRARY AND MATERIALS IN CENTER - WELL LOCATED GYM AND POOL | OLD BUILDING CENTRALLY LOCATED. ADEQUATE SPACE FOR ACADEMIC, NEED VOCATIONAL FACILITIES. HAVE GYM & LIBRARY | NEW BUILDINGS - INTERESTING DESIGN W/LIBRARY FOCUS & CANTEN IN AREA - NO GYM | GOOD BUILDING FOR CLASSROOMS - AT BACK OF CAMPUS SWIMMING POOL |
| Curriculum | DRUGS, V.D., FAMILY PLANNING, CONSUMER EDUCATION (REFER TO CONSULTANT REPORT LIBRARY & READING) | VARIETY OF MATERIALS AND COURSE GUIDES - (SPECIAL REPORT) SPECIAL EMR PROGRAM - HOWARD COTTAGE (REFER TO CONSULTANT REPORT ON LIBRARY AND READING) | SEX EDUCATION (2 WEEKS) SOME DRAMA (OPS) - VARIETY OF SUBJECTS USED AS MATERIAL (REFER TO CONSULTANT REPORT) | ALL GIRLS TAKE HEALTH AND PERSONAL GROOMING - BOY CHOOSE VOC. PROG. - AT PRESENT, NO TYPING - LACK TEAC VARIETY OF UNITS (REFER TO CONSULTANT REPORT) |
| Physical Education | HAVE PROGRAM GUIDE AND TEACHERS - LACK EQUIPMENT INVENTORY - NEED LOCKERS & ROOM FOR INSTRUCTION | REGULAR CLASSES | PERCEPTUAL PSYCHOMOTOR SKILLS DEV. SPEC. BODY MOVEMENT. NO GYM - POOR EQUIPMENT - NO PROGRAM OUTLINE | REGULAR CLASSES |
| Field Trips | TRIPS ARE PLANNED - VARY FROM YEAR TO YEAR | SOME OVERNIGHT CAMPING, PARTIES, CANOES, BUS. PLANNED BY ACTIVITIES DIRECTOR | INCENTIVE REWARD | ROSS ALLEN, STATE FAIR, PERFORMING CHORUS |
| Career Education | NOT STRUCTURED AS CONCEPT, VOCATIONAL CLASSES, STILL MANY BOYS ASSIGNED TO JOBS NOT CLASSES. 15-16 YRS UP DISCUSS CAREER OPPORTUNITIES (REFER CONSULT. REPORT) | NO OVERALL CONCEPT - VOCATIONAL CLASSES HAVE NEEDS BUT ARE MOVING - (REFER TO CONSULTANT REPORT) | LITTLE VOC. ED. AT PRESENT - BUILDING FACILITY (REFER TO CONSULTANT REPORT) | NOT MUCH MATERIAL - SOME VOCATIONAL PROGRAMS - BLDG TRADES, TYPING, SHORT ORDER, SEWING (REFER TO CONSULTANT REPORT) |
| Recreation | BOWLING, MOVIES, BASKETBALL TRIPS 6-9 P.M. ACTIVITIES DIRECTOR PAPER PUBLISHED PERIODICALLY | SCOUTS (1 TROOP), NEWSPAPER, MUSIC (FAU), DRAMA, SPEECH, STUDENT COUNCIL - ACTIVITIES DEPT | NO INFORMATION | POOL |
| Enrichment | PRE-DRIVING, DRIVING EDUCATION, ARTS & CRAFTS, EXCITING PROGRAMS. HAVE ENTHUSIASTIC PARTICIPATION STUDENT COUNCIL FUNCTIONS, NO CHORAL PROGRAMS EXCEPT CHRISTMAS | ART, MUSIC, NEWSPAPER, FAU, DRAMA, & SPEECH NO DRIVER'S ED. STUDENT COUNCIL | MUSIC - THERAPUTIC - ENTHUSIASTIC PARTICIPATION - ART - NEED MORE MATERIALS | NO DRIVER EDUCATION - VOCAL MUSIC - STUDENT COUNCIL OCCASIONALLY HAVE NEWSPAPER ARTS & CRAFTS VERY INSTRUCTIONAL! |
| Placement and Follow up | RARELY KNOW WHAT FORMER STUDENTS ARE DOING NO RESEARCH | INCIDENTAL - RARELY HEAR WHAT KIDS ARE DOING | SOME STUDENTS RETURN TO HELP - NO SYSTEM FROM HERE - RELY ON FIELD SERVICES - NEED | WOULD LIKE TO HAVE FEEDBACK - RELY ON FIELD SERVICES |
| Volunteers | FLUCTUATES - COMMUNITY GROUPS USED TO COME ON SUNDAY - SOME UNIVERSITY PEOPLE COME | OKEECHOBEE PLAN, CIVIC ORGANIZATIONS ADOPT COTTAGES PLAN TRIPS AND ACTIVITIES. WOMEN'S AUXILIARY HELPS | NO INFORMATION | NO INFORMATION |
| Staff Development and Training | STAFF ENCOURAGED TO PARTICIPATE IN PROFESSIONAL ACTIVITIES. GOOD TRAINING ROOM, WELL EQUIPPED GROUP LEADER TRAINING EVERY DAY. ORIENTATION FOR NEW EMP | ENCOURAGED TO ATTEND STAFF DEV. PROG. - HAVE DAILY GROUP LEADER SESSIONS. SOME ATTEND PROFESSIONAL MEETINGS GOOD PROGRAM WELL ORGANIZED & IMPLEMENTED | COTTAGE PARENTS TAKING COURSES TO MOVE TO A DEG NEW STAFF 2 WEEKS TRAINING IN THE PHILOSOPHY OF TREATMENT | TEACHER EDUCATION - PAY FOR 1 COURSE EACH YR. COM FROM U.S.F. FOR COURSE FOR TEACHERS IN INSTITUTIONALIZED CHILD. ENCOURAGE PROG. MEETINGS. GROUP LEADER TRAINING - ALL TEACHERS, HEAD MIX OF STAFF |
| Community Relations | CITIZENS ADVISORY COMMITTEE JUST STARTED AGAIN | ADVISORY COMMITTEE MEETS MONTHLY FOR LUNCH AT SCHOOL - CIVIC LEADERS | MUSIC GROUP SINGS | ADVISORY COMMITTEE - JUST STARTED |
| University Relations | UNIV OF W. FLA. SINCE MAR 73 - GET 15 HRS CREDIT. 10 HR CLASS. 5 FIELD WORK. DYS BUDGET ITEM. QUESTION VALUE | FAU PROGRAM 50 PARTICIPANTS - 20 HOURS WK (SPECIAL REPORT) | STUDENTS AND OTHERS COME TO HELP U OF FLA. NO RESIDENCY PROGRAM | INTERNS FROM U.S.F. ST. LEO, & ACQUINAS COL. - WORK CLOSELY WITH PROGRAM - NEED MORE STRUCTURE |
| Need - Expressed by Staff | SLO - NEED TO BE RECOG. AND TREATED BY TEACHERS AFTER IDENTIFIED BY R&O NEED IN SERVICE EDUCATION FOR TEACHERS IN THIS AREA | MORE INTERDEPARTMENTAL TRAINING AND COMMUNICATIONS MORE FEEDBACK FROM FIELD SERVICES | SOCIAL WORKERS IN EACH COTTAGE | MORE VOCATIONAL PROGRAMS - ESPECIALLY FOR BOYS |

Arthur Dozier School for Boys

Marianna

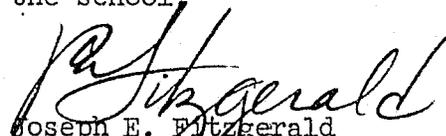
BASIC AND REMEDIAL EDUCATION

SUMMARY OF EVALUATION VISIT
TO DOZIER SCHOOL FOR BOYS

April 24-25, 1974

The observations contained in the evaluation checklist and the recommendations which follow are based upon available subjective and objective data and on my opinion as to what constitutes a successful program designed to meet a students' total needs: personal, physical, social, emotional, academic and vocational.

Recommendations are made to be considered within the environment and restraints of the particular situation, as they apply, and as they can be adapted, to aid in meeting the goals and objectives as set up by the school.


Joseph E. Fitzgerald
Consultant, Early Childhood
Education and Basic Skills
Development Section
Florida Department of Education

RECOMMENDATIONS

1. Provide regular teacher-student conferences to explain purposes of student program; to assess student and program progress; to discuss academic or preschool problems; or to offer program options.
2. Provide opportunities for students to enrich their background through extensive use of media; print and non-print materials and equipment.
3. Provide opportunities for students to remediate specific learning deficiencies through intensive use of various media.
4. Utilize existing resources in the learning centers in the library-media center to provide vicarious experiences and to correlate the introduction of new material, as well as to vary the pace and format of the instructional program.
5. Allow each student to assume as much responsibility for his own instructional program as he is capable of assuming, i.e., picking up and returning equipment and materials, operation of equipment, self-correcting activities, selection of options.
6. Provide opportunities for involvement, i.e., role-playing, reading-acting plays, tutoring (slower students can be used as tutors for younger children to advantage), etc.
7. Provide for student evaluation of programs, equipment and materials.
8. Support the right of students to express ideas and values which may be in conflict with those of the teacher or general population.
9. Encourage the exploration of ideas and values expressed, including alternatives and consequences of action taken.
10. Provide planned, and spontaneous, opportunities for students to interact and discuss items of mutual interest.
11. Provide planned group instructional activities on a regular and consistent basis in assessed need areas to provide the foundation for individual activities which correlate and transfer directly to an academic or vocational program which is being provided or with which the student will be involved.
12. Provide planned, and spontaneous, opportunities for students to utilize their varied cultural backgrounds and experiences in positive ways to promote understanding on the part of those not sharing the same background or experiences.

13. Focus teaching strategies on the total student emphatically relating his actions, feelings, physical condition, cultural and environmental background to others in like situations to improve attitudes and enhance self-concept.
14. Provide opportunities for students to utilize their personal learning styles (interest and modalities; visual, auditory, kinesthetic, tactile) to their best advantage.
15. Provide short-range obtainable student goals, as well as long range goals.
16. Provide opportunities for students to build upon their own background and experience through a language-experience approach.
17. Utilize existing resources more effectively, i.e., equipment, materials, personnel, community, local schools district, State Department of Education and commercial representatives.
18. Emphasize a developmental program based upon the prevention and remediations of learning problems.
19. Utilize time more effectively to provide the student with help and instruction when and where needed.
20. Provide options to teacher and student to change the instructional program to meet continually changing needs and interests.
21. Hold faculty-staff meetings in various parts of plant facility, especially library-media center.
22. Conduct a needs assessment program.
23. Plan a staff development training program based on the assessed needs.
24. Correlate the weekly film with a library promotional reading program.
25. Provide a bibliotherapeutic reading program.
26. Provide pre-service training program for volunteers, tutors and interns.
27. Continually evaluate program progress.
28. Evaluate equipment and materials prior to purchase.
29. Establish the library-media center as the focus of the programs correlating all center activities.

30. Encourage increased student and teacher use on a regular basis of the library-media center facilities.
31. Establish a planned, regular program of library skill instruction.
32. Inventory all equipment and materials. Provide master media catalog to all learning centers containing:

Name of equipment and/or material
description
number available
where housed
skill level
interest level
correlation: average, below average, above average.

33. Expand vocational programs offered to include those based on Florida economy, i.e., service industry, restaurant-food service, hotel-motel.
34. Consider inviting representatives from various industries to talk about opportunities in what to expect, what is expected.
35. Consider the use of expanded diagnostic program utilizing informal reading inventories, criterion referenced tests, etc.
36. Plan programs based on average length of stay.



Ralph D. Turlington
XXXXXXXXXXXXXXXXXXXX
COMMISSIONER

STATE OF FLORIDA
DEPARTMENT OF EDUCATION

TALLAHASSEE 32304

JOE D. MILLS
DIRECTOR
DIVISION OF VOCATIONAL, TECHNICAL
AND ADULT EDUCATION

April 30, 1974

TO: Dr. J. Duggar

FROM: James A. Davis

SUBJECT: Observations Regarding The "Vocational" Programs At The
Dozier School In Marianna

The school's administration as well as the supervisors and teachers seem concerned and dedicated to the idea and philosophy that each student should receive the basic education needed by all individuals. This same group express a belief that each individual in their custody should receive career or occupational information as well as some vocational training.

Observations

- . Students seem to be placed in jobs that need to be done for the continued operation of the total facility.
- . No related or occupational information is provided that would assist youngsters in understanding those areas in which they have been placed.
- . There appears to be a great need for open-end open exit instruction in present as well as future programs.

Recommendations

- . Career and/or occupational information should be a part of each student's curriculum. Preferably this should be done as a part of existing learning activities.
- . Data be kept on file relating to the career choices expressed by trainees upon arrival at the Dozier School.
- . Data be kept on training desires of students who have participated in courses containing occupational information prior to or after coming to the Dozier School.
- . Programs of vocational value be initiated at the Dozier School. These programs should result from some type determination study. Those making the study should keep in mind the community of Dozier's School population (ALL FLA.)

Dr. J. Duggar
April 30, 1974
Page 2...

- Once relevant vocational programs are initiated at the Dozier School, other non-educational activities referred to as vocational programs should be discontinued as activities to be performed by students.

In conclusion I would like to express my feeling that this "Captive Audience" is in need of the same services and educational opportunities as other youth in our state. With this in mind we should make an even greater effort to provide those who have gone astray a more concentrated program than those we have recommended for students in normal situations.

JAD/eg

Division of Youth Services Evaluation of
Education Programs at the Dozier School for Boys

The evaluation of vocational education instructional programs at the Dozier School for Boys focuses upon the following elements: program offerings, staffings, facility, curriculum, and needs. An assessment of each is made with respect to the objectives and activities identified by the school and the resocialization process as the major goal of the institution.

The following vocational education programs are offered: upholstery helper, custodial training, graphic arts, and small gasoline engine mechanics. The upholstery helper program and custodial training program are housed in the newly constructed educational complex. The graphic arts and small gasoline engine programs are housed in separate facilities. All facilities are adequate with the exception of the custodial training program. Each program is staffed with instructional personnel to accommodate present student load. Each program is conducted by a planned curriculum which is designed to provide for individualized instruction and development of specific skills by job analysis. Performance objectives are provided and performance evaluation is used to measure student progress. Instructional equipment was adequate for the programs in most areas. Grants for the Department of Education provided for equipping the programs. Those items of equipment not presently on hand were on order to fully equip each program except graphic arts. Instructional materials in terms of references, instructional aides, and consumable supplies are in short supply in most programs, specifically, the following needs are in evidence:

Upholstery Helper Program

Additional audio visual materials in the form of filmstrips, slides and models are needed for the program.

Custodial Training Program

Reference material (books and magazines) filmstrips, slides, programmed materials and charts are needed for the program.

Graphic Arts Program

Reference books, visual aids (charts), filmstrips, slides, camera, and consumable materials are needed for the program.

Small Gasoline Engine Mechanics Program

Additional engines for instructional purposes.

Based upon the evaluation of the vocational education programs, the writer submits the following recommendations which he believes would be in the best interest of the student:

1. Students should be provided a broader range of vocational exploratory experience prior to assignment to a vocational educational instructional program.
2. Devise a system of channeling students into the vocational education instructional programs on a continuous basis in addition to the regular screening process for placing students. (some programs are not operating at capacity even though many interested persons in the student population could be placed in the programs.)
3. The custodial training program should serve as an educational program. Action should be taken to remove the responsibility of custodial services from the instructional personnel. (This does not suggest that learning experiences should not be selected from the institution serving as a laboratory.)
4. Extend employability skills training to each of the vocational education instructional programs.
5. Provide para-professionals to work with vocational education instructors.
6. Increase budget to provide for adequate consumable material in upholstery helper program.
7. Re-house custodial training program in larger quarters.

General Comments

The staff is to be commended on the progress that has been made in establishing vocational educational programs in the past two years. The evaluator found evidence of sincerity and dedication on the part of the instructional staff and school administrator. In considering the nature of the institution and scope of its responsibility, the evaluator believes that a broader offering in vocational education instructional programs would better serve the interest and needs of the population to be served. Seemingly, too few students are actually involved in the vocational education instructional programs.

Vocational education instructional staff could benefit from technical assistance in developing their programs, especially in the area of service station attendant program.

J. Barge, Consultant



FLOYD T. CHRISTIAN
COMMISSIONER

STATE OF FLORIDA
DEPARTMENT OF EDUCATION

TALLAHASSEE 32304

DIVISION OF ELEMENTARY
SECONDARY EDUCATION
WOODROW J. DARDEN
DIRECTOR

April 18, 1974

M E M O R A N D U M

To: Dr. June A. Dugger,
Department of Health and Rehabilitative Services,
Division of Youth Services

From: *C. E. White*
Charlotte C. White, Educational Consultant,
Compensatory Education

Subject: Evaluation of Basic Skills Reading Laboratories, Academic
Laboratories, and Media-Materials Center for Florida School
for Boys at Okeechobee, Division of Youth Services

AREA OF BASIC SKILLS:

Reading Laboratories:

Boys reading on the third grade level and below are being served in the Reading Laboratories for the purpose of developing basic skills. There are two teachers for the two reading labs, one lab on the Senior Campus and one lab on the Junior Campus. One teacher has a B.A. degree plus hours in reading, and is a reading specialist. She holds an M.R.E. degree and needs 10 more hours for an M.A. in reading. The degree rank and certification of the other teacher, I do not know.

Each reading lab teacher has two teacher aides from F.A.U. assisting her one-half day each day, one in the morning and the other one in the afternoon.

Approximately 80-86 boys are being served in the reading laboratories. It would appear there is a great need to serve more of the 383 boys at the school. Because of the severity of the learning problems of the boys at the school, a very low pupil-teacher ratio is encouraged with highly skilled teachers. Additionally, consideration should be given to designing a staff development program for teachers and teacher aides together focused toward specific educational objectives.

Dr. June A. Dugger
Page Two
April 18, 1974

Recommendations:

1. Teenage boys whose reading achievement level is first, second, and third grade level appear to need personalized individual instruction and tutorial assistance in learning to read. Specifically, at times they need a one-to-one relationship in acquiring the basic skills receiving feedback in the instructional process. Therefore, consideration should be given to devising ways of providing additional trained teachers, trained teacher aides, and trained volunteers.

Senior high school age boys whose achievement in reading is below the sixth grade reading level have problems severe enough to warrant a personalized individual reading program for their unique needs. Specifically, the program should include adequate staff to accommodate more boys who apparently are deficient in reading skills and who need this service.

2. Boys who have not met success for such a long period of time as these boys have a great need to succeed. They need a management system designed which would contribute to this success. Sometimes giving a student a book he has successfully read serves as a positive reinforcement and a motivating force.

3. Language skills are requisite to reading skills and are needed for communication. Attention should be given for the development of language skills for boys exhibiting these needs. Additionally, there is a need for communication skills development in writing and listening. These should be readily integrated with the total instructional program. Communication skills development helping boys to communicate in society are necessary.

4. An increased number of boys should receive instruction in the reading laboratories. Specifically, six to eight reading teachers may be needed as opposed to two reading teachers, as currently the case. Only after conducting a needs assessment could the exact number of reading teachers be determined. Specifically, by developing a profile of the reading scores of the pupil population, the number of boys needing services may be determined. From the number of boys needing services you may then ascertain the number of qualified teachers and teacher aides necessary to meet the needs.

5. A cursory look revealed a reasonable quantity of and diversity of materials with some multiplicity of levels of difficulty. However, a thorough review of the reading materials necessary to conduct a reading lab for the assessed needs of this pupil population may be in order to ascertain whether materials are appropriate to the unique needs of the students to be served.

Dr. June A. Dugger
Page Three
April 18, 1974

6. Conduct a needs assessment - individual as well as comprehensive. This assessment should be organized to be on-going as the pupil population changes.
7. Develop an educational philosophy.
8. Develop educational goals.
9. Develop educational objectives - long range and short range.
10. Evaluate annually in terms of objectives.
11. Diagnostic pupil evaluation should be a continuous part of the teaching process. This should be compatible to the goals and objectives for students for their reentry to society.
12. Plan for the succeeding year based on evaluation.

AREA OF ACADEMIC LABORATORIES:

Observation:

Two teachers serve 30 boys. Some academic laboratories have one teacher aide per 30 boys, while other academic laboratories do not have any teacher aide.

Recommendations:

1. Increase the number of trained teacher aides for each academic laboratory.
2. Develop a plan for staff development and devise a systematic in-service education plan. This training should be designed for teachers and teacher aides together and should be developed to help personnel meet the educational objectives of the institution. Since the teacher is the key factor in learning and is more important than materials, etc. it is especially important to have a planned continuous on-going in-service training program.
3. Integration of the therapy group goals and benefits into the academic laboratory environment is strongly urged. This appears currently to be more successfully done in the reading laboratories than in the academic laboratories.

Dr. June A. Dugger
Page Four
April 18, 1974

4. Provide some time for small group interaction on a common theme or subject based on student needs.
5. Review existing materials in academic laboratories. A cursory inspection revealed that some materials may need to be replaced since some appeared well used. Additionally, a broader range of materials including multiple level of difficulty appears to be needed. Audio-visual materials, listening stations, carrels, and learning centers may enhance the learning environment. Reading materials of high interest and low vocabulary design are in evidence; however, an updated review will probably reveal the need for more such materials.
6. Conduct a needs assessment - individual as well as comprehensive. This assessment should be organized to be on-going as the pupil population changes.
7. Develop educational philosophy.
8. Develop educational goals.
9. Develop educational objectives - long range and short range.
10. Evaluate annually in terms of objectives.
11. Diagnostic pupil evaluation should be a continuous part of the teaching process. This should be compatible to the goals and objectives for students for their reentry to society.
12. Plan for the succeeding year based on evaluation.

AREA OF LIBRARY AND MEDIA CENTER:

Observations:

The librarian holds a Rank III certificate, B.S.B.A. in bookkeeping and economics. The librarian is currently taking her first course in library science, and she has attended a professional meeting for staff development. The library aide has an A.A. degree. The librarian indicated that 50% of the boys can't read, and that there was an indication some of the books are too difficult for some of the boys. Six enrichment classes are scheduled in the library daily. The library contains 6,628 volumes. With 383 boys in the school, this indicated slightly more than 18 volumes per boy.. The library is an attractive

Florida School for Boys

Okeechobee

Dr. June A. Dugger
Page Five
April 18, 1974

facility conducive to learning. There was an indication that more books are needed.

Recommendations:

1. Conduct a needs assessment - individual as well as comprehensive. This assessment should be organized so that it is an on-going assessment as the pupil population changes.
2. Develop an educational philosophy.
3. Develop educational goals.
4. Develop educational objectives - long range and short range.
5. Evaluate annually in terms of objectives.
6. Diagnostic pupil evaluation should be a continuous part of the teaching process. This should be compatible to the goals and objectives for students for their reentry to society.
7. Plan for the succeeding year based on evaluation.
8. An evaluation of the follow-up and reentry of the student into his former or new environment should be conducted to determine whether the program at the school has been beneficial to the student in acclimating himself to society. A follow-up program should be developed to evaluate the program the school has provided for the boy to aid him in his reentry to society.
9. Coordination of the library - media center with the Basic Skills Reading Laboratories and the Academic Laboratories.
10. Additional multi-media materials of multiple levels of difficulty, including books of high interest with a low vocabulary level of difficulty.
11. Additional library and media materials for services to cottages and the adjustment unit.
12. Consideration for making library - media center facilities available to boys at times other than 8-5 P.M. Consideration for allowing a boy to have more than one library book at a time.
13. Puppet show for students and staff. Courtesy show for the aged.

Dr. June A. Dugger
Page Six
April 18, 1974

14. Consider the possibility of having Chess Tournaments.
15. Include games such as - Aggravation, Trouble, Monopoly, Checkers, Sorry, Tell Time, Go To The Head Of The Class, Concentration, Password, Scrabble.

(These and similar games may be used to extend the teaching of reading skills and may be adopted for specific reading skills.)
16. Films, film making and photography may be considered for use in developing the communication skills of reading, writing, listening, and speaking (language).

FLORIDA SCHOOL FOR BOYS, OKEECHOBEE

OFFICE MEMORANDUM

to: Dr. June Dugger
from: Gordon Oakley

date: March 8, 1974

Subject: Division of Youth Services Evaluation of Education Programs at Florida School for Boys at Okeechobee

Mr. Edwin Shuttleworth and I have a few basic overall comments in regard to the vocational programs at the Florida School for Boys at Okeechobee. The attached sheets contain more specific recommendations in relation to the individual vocational course offerings. A well-rounded program has been developed in the last three years. In light of the basic philosophy of the school additional offerings should be made available based upon the unmet geographical and student needs. In discussions with instructors and the principal, it becomes obvious that a system for gathering placement and follow-up is a primary need for a basis of evaluation of their programs. At present there is no feedback from students which would show that the programs are of value. Individual program advisory committees are nonexistent but there is a local citizens advisory committee which is available.

The principal of the vocational programs has been at Okeechobee for 12 years and has served as an elementary teacher and guidance counselor. He shows concern for the vocational programs development and is taking the vocational courses at South Florida University to increase his knowledge of vocational education. With this in mind, and his many years at the Florida School for Boys special consideration should be given on his behalf.

Because of the short period of time the average student enrollment (four to five months) and the turned-off attitudes of the students, the courses are more pre-vocational than the traditional vocational courses offered in the school districts. Operation of the program on a twelve month basis with students entering and leaving daily has a strong effect on the type of possible instruction. There is a need to encourage students to follow-up the initial training they have received with more in-depth vocational instruction at area centers upon their release from this school.

There was some discussion of the need for the rehousing of some programs in the Junior school. After reviewing the facilities that they have in mind, I would not recommend moving them from their present location due to the cost of the move and the facility when remodeled would not be much of an improvement over the ones they have now. There is a need to consider the building of a completely new facility as the present facilities were provided on a makeshift basis and do not meet vocational standards. The present shops should be spruced up with a little paint and the layout organized better while a new facility is being built. Most of the facilities were assigned from 12 to 15 students, however, most of them are

adequately suited for 8 to 10 students.

There is a strong need to organize the teaching of Employability Skills. Every student leaving this school should have knowledge of the steps necessary to secure, maintain and advance in employment.

Specific Recommendations

Horticulture

The Horticulture program needs some equipment and supplies. It also needs rehousing due to the inadequate classrooms and shop. The classrooms were generally messy. There seemed to be no course outline. Lesson plans and subject materials seem nonexistent. The attitude of the instructor as well as some of the activities appeared to hold the general interest of the student.

Building Trades

This facility is inadequately housed due to the too small shop and poor classroom organization. Not only was the shop messy but safety generally seemed to be overlooked. Equipment and tools were in good repair and were sufficient. A visual aides classroom was used bi-weekly. Course outline and etc. seemed nonexistent.

Front End and Brake Program

This program should be converted to auto service mechanic or service station type operation. It could be done with a few added pieces of equipment such as a lift rack and lube machine. The space appears to be adequate and the shop was neat and general instruction seemed to be well organized.

Small Engines

There appeared to be no need for equipment however some new lawn mower engines should be purchased. The space allocated was adequate and the shop was generally well organized and safety was being observed.

Welding

The shop was adequate for 8 students, however, there were 12 students in the morning program and 12 in the afternoon program. Some of the continuous welding machines should be exchanged for TIG welding equipment which is utilized by the industry in Florida. Safety was being observed and the equipment was in good condition.

Short Order Cook

This program included waiter operations as well as short order cook and utilized their general program around the banquet type operations which indicates that a course outline needs to be developed and lesson plans accordingly. The equipment and space appeared to be adequate and safety was being observed. A course outline and lesson plans should be developed rather than the hit and miss operation it now appears to be.

Graphics

The equipment was old and obsolete and there were students sleeping

in the classroom and no instruction was taking place of any consequence. There is a need for additional equipment such as offset printing equipment as well as photo equipment, paper cutters, etc. This equipment was not present in the shop. The classroom facility was too small and it appears the only use for the graphics was to do the local printing. A course outline was given to us but it did not appear to be used.

Small Appliance and T.V. Repair

The shop is adequate but I understand it is to be converted into a media center. The program was not in operation during our visitation. The T.V. program should be discontinued due to the time element the students are in the program. Considering the high voltage generated in a T.V. set they are fortunate they have not had a major accident up to this date. The apparent need for small appliance repair exists and they should stay in this area with the addition of small radio repair.

Woodshop

The facility was adequate in size but very messy. Safety was completely ignored. The shop needs additional benches and wood working lathes. The instructor was teaching out-of-field which would indicate part of the problems concerning safety and etc.

Auto Body

Safety was studied and apparently utilized in the shop facility. The shop or classroom is too small. There were lesson plans being used and apparently instruction was taking place but due to the varying lengths of time the students are in the program auto body painting was the main impetus of the training program. They do need additional equipment and I understand there is a grant in the mill.

Lancaster Youth Development Center

Trenton

BASIC AND REMEDIAL EDUCATION

Summary of Visitation to
Lancaster Youth Development Center
Trenton, Florida
April 18, 1974

Description and Observations

The Lancaster Youth Development Center presently is without a reading teacher, but this situation will be rectified when the person presently on sabbatical for further study returns in six months!

The academic teachers have made several noteworthy provisions which should be called to the attention of most public high school personnel: 1) they do not use the same book with all students 2) they seem to genuinely care about the students.

Recommendations and Strategies

Lancaster Youth Development Center offers a strong base on which a comprehensive effective program can be built. With this in mind, I should like to offer the following recommendations:

- (1) That long-term staff development be provided for all faculty. This inservice might include areas such as knowledge of (a) reading skills (word attack, vocabulary, and comprehension) at all levels, (b) diagnosis and teaching techniques, (c) class management techniques (organizing and accounting system), (d) independent activities, and (e) motivational techniques.
- (2) That an Initial Reading Inventory be used to determine students' association with appropriate materials.
- (3) That frequent informal diagnosis precede students' learning efforts to assure that what is taught is presently within the students' capability yet not already known.
- (4) That group instruction be utilized for those with common needs so students can receive more than an average of five minutes of instruction daily.
- (5) That materials be coordinated rather than provided haphazardly.
- (6) That individualized instruction for instructional purposes not be used. The literature and the research are quite clear as to the problems accompanying this type of procedure with students of the type housed at Lancaster.
- (7) That all materials being considered for purchase be subjected to a review of the research and literature to determine their success potential. Much that is being recommended is completely without merit.

Insofar as the library is concerned, the following recommendations are offered:

- (1) That additional space be provided to further facilitate growth of the media center concept.
- (2) That the professional library be greatly expanded.

Richard Culyer

LANCASTER YOUTH DEVELOPMENT CENTER

OFFICE MEMORANDUM

to: Dr. June Dugger
from: Jim Barge

date: April 22, 1974

Subject: Evaluation of Vocational Education Program -- Lancaster Youth Development Center

The Lancaster Youth Development Center is designed to provide programs to resocialize delinquent youth. Vocational education programs make up a part of the structure for total treatment of the individual in terms of bringing about desirable behavioral changes. Hopefully, these programs will provide a means for developing an appreciation for work as a dignified way of earning a living and becoming a contributing member of society. The vocational programs are also designed to develop ones interest and skill in selected occupational areas. Because of the nature and purpose of the institution, the evaluator examined the vocational program with respect to how the programs were structured to meet the individuals needs of resocialization. The evaluation will show (1) present status of each program in terms of facilities, student involvement, equipment and material, staffing, and curriculum, (2) needs in terms of facilities equipment and supplies, staffing, curriculum development, and student involvement, (3) recommendation: in terms of the above areas of need and other supportive services.

The vocational education programs at the Lancaster Youth Development Center are comprised of two courses: Building Trades and Consumer and Homemaking.

Present Status

The Building Trades program is presently housed in the water treatment building. Approximately 400 square feet of floor space is provided in the West end of the building. The area is totally inadequate for conducting an educational program. One teacher is employed to provide instruction. He is a certified vocational education instructor. The curriculum is designed to provide exploratory experience in the use of tools and materials. Students are taught how to construct simple projects such as picket fences and house models along with identification and use of tools.

Students usually remain in the program for 80-90 hours and may receive up to one credit for successfully completing the course assignments. Students are evaluated on performance and on an individual basis. Funds to support the program are provided by Title I and general revenue. The program can only accommodate from 4-5 persons per class session. There is a lack of shop furniture. Power tools and hand tools are in adequate supply to provide instruction to 8-10 students per class session. Students enrolled in the program seemed to grasp the various vocational

skills being taught; however, there is an absence of employability skills being taught as a planned part of the building trades program. The present facility is completely inadequate for conducting any kind of educational program. The curriculum design is adequate but cannot be fully implemented because of the above constraint.

Needs

Additional floor space is needed to organize a functional program for the building trade. This need is being met through the construction of a vocational education complex. The new facility will provide classrooms and laboratories for the building trades automotive mechanics (service station attendant), vocational office education, and home economics. The building trades area will consist of approximately 1600 square feet. It will accommodate 8-10 persons during each class session. The new facility will be completely equipped with existing power and hand tools and equipment. The nature of the program and the characteristic of the client being served requires constant supervision and surveillance. A paraprofessional would improve the capability of the program to accommodate the total resocialization process and enhance the possibility of each individual developing vocational skills.

Recommendations

Moving to the new facility should provide the following improvements in the program:

1. Increase enrollment to provide opportunities to a larger number of persons
2. Develop curriculum to provide for individual instruction using task analysis of the occupation
3. Secure the services of a paraprofessional to aid the instructor
4. Formulate a craft advisory committee to support the vocational program
5. Provide related instruction to support the other activities

Consumer Homemaking and Life Skill Program

Present Status

The consumer homemaking and life skill program is housed in one section of the residential hospital. Ten students are enrolled in the program which consists of sewing, basic food and nutrition and basic skills in cooking. The sewing program is located in a room approximately 12'x14', housing six floor model machines and one cutting table. The basic food and nutrition, and basic cooking program is located in one kitchen of approximately 12'x14' which is equipped with the basic kitchen equipment and cooking utensils. The instructor is certified in home economics. She is a first

year teacher, highly enthusiastic and concerned about administering a good program. The curriculum is designed to provide opportunities to develop skills in basic sewing and alteration in addition to basic skills in cooking. The housing arrangement of the program is totally inadequate and inappropriate for a program in home economics. The sewing machines are old and in need of repair. Kitchen equipment and cooking utensils are a part of the hospital inventory. The curriculum is developed by task analysis but does not provide for a systematic program of individualization. Teaching materials are inadequate. Instructional materials--hardware and software--are inadequate. Program objectives cannot be fully realized under present housing conditions.

Need

The need for adequate housing will be met through the construction of the vocational complex. The home economics facility will provide for classroom, sewing laboratory, food laboratory, and child care unit accompanied by an office and adequate storage space. The facility will accommodate ten or more students during any class session. Because of the diversity and nature of the program and the clients to be served, a paraprofessional will be needed to provide for individualization of the program to meet individual needs. The curriculum should be expanded to provide for task analysis of each occupational area and individualized programmed instruction designed for each student.

Recommendations

1. Provide a budget to secure the necessary teaching supplies
2. Provide a budget to secure the necessary instructional materials
3. Formulate an advisory committee to give guidance to the instructional program
4. Request consultative services from the Department of Education to aid in developing an expanded home economics program
5. Provide a paraprofessional to aid in the instructional program

Observations

The goals and objectives of the vocational programs are supportive of the goals and objectives of the institution. The expected outcomes are to be reflected in a changed behavior of the person involved in the program. The outcomes cannot be measured in terms of specific activities which contribute to the total resocialization process. The secondary outcomes may be perceived in terms of the attitudes and skills developed in the specific vocational program. Along these lines, students are rated on the basis of their performance in developing acceptable work habits and employable skills.

The evaluator did not see evidence of employability skills being taught as a part of the vocational program. In the resocialization process it would be to the advantage of the persons served to have employability skills taught as a part of their program.

In the area of curriculum development, the evaluator did not see evidence of any coordination of programs between the vocational instructors and academic instructors. Closer coordination of programs and constant feed back between program managers would be of benefit to both.

The institution is to be commended on planning the vocational complex. It has the potential of providing a well designed and relevant program for the youth to be served.

Jim Barge, Consultant

Alyce D. McPherson School

Ocala

BASIC AND REMEDIAL EDUCATION

Summary of Visitation to
Alyce D. McPherson School
Ocala, Florida
April 16-17, 1974

Description and Observations

The McPherson School provides one reading teacher and several regular teachers who are responsible for the educational growth of all students grouped by cottage.

I visited each of the academic classes during the two-day session and had an opportunity to talk to some of the teachers and a number of the students.

Recommendations and Strategies

Based on my observations and my perception of the components of an acceptable basic skills program, I am recommending the following:

- (1) That reading instruction be provided for all students.
- (2) That Initial Reading Inventories rather than standardized achievement tests be used to determine students' reading levels.
- (3) That students be grouped by needs rather than work in isolation.
- (4) That students receive follow-up work only after previous specific teacher instruction.
- (5) That specific skills be presented by the teacher and practiced by the students only if diagnosis indicates students possess the prerequisite skills but not the actual skills themselves. This will save time wasted when students (a) do not possess the present capability of completing the work satisfactorily or (b) already possess the skills being considered.
- (6) That emphasis be placed on using recreational reading as an independent activity rather than allowing this time to be consumed in non-productive chatter.
- (7) That programmed instruction be used only to reinforce skills. As a self-instructional tool, programmed instruction in reading and mathematics has not succeeded in demonstrating its merit with the types of students involved.
- (8) That a visual rather than an auditory modality be used initially with poor readers and slow learners. That is, a "look-say" technique is far more likely to result in quick gains in achievement, motivation, and self-concept than is a phonic presentation.
- (9) That a systematic sequential presentation and mastery of skills contained in materials be available to all students rather than the use of a random sampling of uncoordinated materials.

- (10) That the language-experience approach be used with exceptionally poor readers, and that it begin with Single Concept Cards.
- (11) That a comprehensive competency-based staff development program be initiated with a multi-year sequence of topics, including knowledge of (a) word attack, vocabulary, and comprehension skills, (b) techniques of diagnosing students' needs in these areas and a general skills sequence, (c) related teaching techniques, (d) procedures for determining grade-level application needs, (e) language-experience development procedures, (g) developmental lesson plans, (h) motivational techniques, and (i) classroom management techniques and independent activities.
- (12) That procedures be developed for evaluating materials and studying research data on both specific materials and types of material. Many materials currently being used cannot be justified either economically or pedagogically.
- (13) That individualized instruction not be the instructional approach. The literature and research do not offer any evidence of the efficiency of this procedure for the types of students housed at Ocala.

As a result of visiting the library and surveying its status, I should like to offer the following recommendations:

- (1) That additional storage space for audio-visual materials be secured to (a) reduce the congestion and (b) to facilitate retrieval of information.
- (2) That the professional library be greatly expanded.
- (3) That the selection process involved in the bidding system be reviewed. Since cheaper items are not necessarily better or appropriate, acquisition procedures should focus on securing the requested items.
- (4) That materials being received for use in the school be reviewed and accepted by the principal prior to use.
- (5) That procedures for securing repair and maintenance of equipment involve professionally prepared personnel rather than generalists.

Richard Culyer, Consultant

McPHERSON SCHOOL - OCALA, FLORIDA

Evaluation of Vocational Education Programs Alyce D. McPherson School

The Alyce D. McPherson School is an institution which has been reassigned to serve both boys and girls in a resocialization process. The educational buildings are not designed for vocational programs or the development of employability behavior conducive to good work habits. The evaluation of the vocational programs was conducted with respect to how they are structured to accomplish the objectives of the institution and how they meet the needs of the individual. The evaluation will show (1) present status of the vocational program (2) needs of the program, and (3) recommendations.

Vocational Programs: Building Trades, Business Education, Basic Clothing and Short Order Cooking

Building Trade

Present Status

The program is housed in a permanent facility which has been renovated to provide for an office, classroom, shop area, and paint and storage area. The office arrangement was poorly organized, equipped with obsolete furniture and poor lighting. The classroom is adequate in size to accommodate 10-15 students, classroom furniture--poor and inadequate. There is no provision for using audio-visual instructional materials. Power and hand tools are sufficient to meet the objectives of the program. The instructor is a certified teacher who is assisted by a paraprofessional with a major in industrial arts. The curriculum is developed by job analysis. Each person is taught individually using the project method of instruction. The instructor was absent therefore no contact was made to determine the effectiveness of the program.

Needs

The present facility needs organizing to accommodate a structured program in the building trades. New classroom furniture is needed. Additional work benches are needed for the shop area, black out shades are needed for the classroom. The curriculum needs designing to provide for employability skills.

Recommendations

1. Secure classroom furniture, shop work benches, and organize classroom and shop to accommodate a quality educational program
2. Provide employability skill instruction as a part of the total curriculum
3. Formulate an advisory committee to provide guidance in conducting the building trade program

Business Education

Present Status

The business education program is housed in a portable building of approximately 600-700 square feet of floor space. The building is centrally heated with air conditioning and adequate lighting. The facility is equipped with 17 student stations, 15 typewriters, several adding machines, duplicators, calculators, and multilite. The instructor was absent, however, students were engaged in learning activities. Teaching aids and supplies seem to have been adequate for the instructional program. References were adequate, visual aids were in ample supply and audio equipment was available. All of the necessary resources were available to carry on a quality program.

Needs

Additional storage space is needed to store instructional supplies and equipment.

Recommendations

1. Formulate an advisory committee to provide guidance for the program.
2. Build employability skills into the program as a part of the on-going curriculum.

Basic Clothing Construction

Present Status

One program in basic clothing construction is housed in the permanent facility of the educational complex. The room is too small to accommodate a class of ten. Sewing machines are old and in need of repair. Classroom furniture is insufficient for the program--cutting tables, fitting rooms and three-way mirrors are lacking. There is no bulletin board or black board for instructional purposes. There is the lack of storage space for individual student projects. The instructor of the program is certified in home economics. The curriculum consists of activities in clothing by job analysis. Each student starts at the same point in the program and progresses as far as time and material will allow. Materials are inadequate. Students and teacher are frustrated because of the lack of materials. Students usually remain in the program 2½ hours on a daily basis. The programs did not seem to be goal oriented. There was an absence of clearly stated goals and objectives and students were unable to express specifically what they hoped to accomplish from the program. Instructional materials are poor; magazines and reference books were lacking.

Needs

To improve the quality of the home economics program in the permanent building the following needs are apparent:

1. Instructional facility equipped with a minimum of ten student stations, fitting rooms, cutting tables, and a three-way mirror
2. Curriculum designed around task analysis of the various jobs
3. Supplies and materials for instructional purposes

Recommendations

1. Formulate an advisory committee to provide guidance to the home economics staff
2. Organize a curriculum committee to coordinate the home economics programs
3. Increase the budget to provide for instructional materials and supplies

Observations

Many of the students were inattentive, moving around without any instructional activity taking place. The instructor did not present a planned lesson. The students were engaged in individual project work. Very little instruction was taking place.

Basic Clothing Construction

Present Status

The program is housed in a portable building apart from the main educational complex. The room is approximately 24'x30' in size centrally air conditioned and heated. The floor is covered with flooring material for a finish tile. The classroom is equipped with 12 sewing machines and student stations, one cutting table and storage for reference materials. The teacher is certified in home economics. The instruction program was planned by job analysis. Each student was assigned a task and provided individualized instruction as a part of the teacher-learning process. The teacher did not have a well developed plan in writing. This was due to the relative short time she had been in the program (2 weeks). Instructional materials and supplies were adequate. Students were evaluated on their ability to perform the job. The program is goal oriented toward developing some job skills.

Needs

The needs of the programs are as follows:

1. Storage space for individual student projects
2. Machines need repairing
3. Additional wall plugs need installing
4. Black board and bulletin board
5. Fitting rooms and three-way mirror
6. Floor needs tiling
7. Office space for counseling purposes

Recommendations

1. A curriculum committee should be formulated to plan and coordinate the curriculum between the two home economics programs
2. An advisory committee should be formulated to serve the total home economics program
3. Employability skills should be taught as a part of the program
4. In-service training should be provided for the staff

Short Order Cook

Present Status

The short order cook program is housed in the educational complex. The facility consists of kitchen and serving area. Equipment and kitchen utensils are adequate for the program. The instructor is new and is not certified to conduct the program. Reference material is in short supply. In fact, the program lacks direction. Program goals cannot be realized under existing conditions.

Needs

1. Certified, qualified teacher
2. Full-time teacher aide
3. Additional reference material for instructional purposes

Recommendations

1. Employ a teacher who has the training and experience in conducting the short order cook program
2. Provide full-time aide to assist in instructional activities
3. Secure additional reference materials
4. Formulate advisory committee to provide guidance to the program
5. Include the teaching of employability skills in the instructional program.

Observation

Students involved in the program could benefit from an incentive program which would help bring about desirable behavioral changes.

General Comments

The vocational educational program needs coordination. A curriculum committee would be most valuable in creating communication on educational problems between the academic and vocational teachers. Installation of a prevocational program would help students assess the interest and capabilities for training in various occupations. Employability training should be a part of the re-socialization process. Continuous staff training in all of the educational areas is a desirable activity.

III. ALTERNATIVE PROGRAM

APPENDIX III

ALTERNATIVE PROGRAM

FLORIDA OCEAN SCIENCE INSTITUTE

Rationale:

Florida Ocean Science Institute is a non-profit, tax exempt educational research organization which contracts to provide a unique educational experience and training to selected students on probation. This program is designed to be an alternative step for "pre-delinquents". After the beginning of 1974 committed students will be added to the programs. There are at present four sites operated by the institute; their exciting and innovative program revolves around the ocean. Training includes courses in water safety, first aid, marine construction, marine biology, chemical oceanography, navigation, diving technique, photography, mathematics and career planning.

The researcher visited one of these sites, Deerfield Beach, and found they have a certified teacher on the grounds, curriculum planned around interests and needs, and a good relationship with the county adult education program.

As part of this contract every student is followed-up and records are kept. These are being revised to include additional information for the 1974 year.

When a boy comes into the program he has an interview to help him determine when he broke down, and he commits himself to improvement.

A full medical is part of the intake procedure. This is especially important given the nature of some of the instructional programs (i.e. diving).

Motivational trips are planned and at regular intervals week long "shake down" cruises are scheduled as check ups. The boys meet weekly as groups to handle problems and discuss plans.

Observation:

This program is indeed unique, innovative and exciting. The enthusiastic staff seems to be the key to its success.

Recommendation:

The Division of Youth Services should continue to explore exciting and challenging alternative ways of catching the interest, directing the attention, and focusing the faculties of young people on unusual and satisfying ways of attaining marketable skills.

IV. CONSULTANTS AND FACILITIES VISITED

STATE DEPARTMENT OF EDUCATION CONSULTANTS

Dr. Charlotte White, EASA Title I

Dr. Richard Culyer, Right to Read Program

Joe Fitzgerald, Early Childhood and Basic Skills

Jim Barge, Vocational and Adult Education

Jim Davis, Vocational, Technical and Diversified Education

Edwin Settleworth, Area V. Supervisor, Diversified Occupations

Gordan Oakley, Area Program Coordinator, Vocational Education

FACILITIES VISITED

Training Schools:

Arthur Dozier School for Boys

Florida School for Boys

Lancaster Youth Development Center

McPherson School

Group Treatment:

Palm Beach Group Treatment House

Daytona TRY Center

START Centers

Brevard

Ft. Clinch

St. Johns

Halfway Houses

Criswell

Duval House

Hillsborough House

Pensacola Boys Base

Pentland Hall

Florida Ocean Science Institute

Deerfield Beach

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