

1-1-1976

Teen learning center : an educational intervention program in the social process of juvenile deviance.

Elaine C. Murray
University of Massachusetts Amherst

Follow this and additional works at: https://scholarworks.umass.edu/dissertations_1

Recommended Citation

Murray, Elaine C., "Teen learning center : an educational intervention program in the social process of juvenile deviance." (1976). *Doctoral Dissertations 1896 - February 2014*. 3076.
https://scholarworks.umass.edu/dissertations_1/3076

This Open Access Dissertation is brought to you for free and open access by ScholarWorks@UMass Amherst. It has been accepted for inclusion in Doctoral Dissertations 1896 - February 2014 by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact scholarworks@library.umass.edu.

UMASS/AMHERST



312066013545390

TEEN LEARNING CENTER: AN EDUCATIONAL INTERVENTION
PROGRAM IN THE SOCIAL PROCESS OF JUVENILE DEVIANCE

by

Elaine C. Murray

A Dissertation Submitted to the Graduate School of
the University of Massachusetts in partial
fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

School of Education
Amherst, Massachusetts

June 1976

127

(c) Elaine C. Murray 1976

All Rights Reserved

TEEN LEARNING CENTER: AN EDUCATIONAL INTERVENTION
PROGRAM IN THE SOCIAL PROCESS OF JUVENILE DEVIANCE

A Dissertation Presented

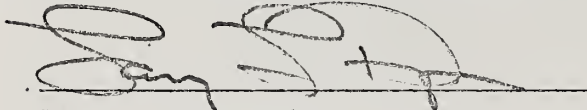
by

Elaine C. Murray

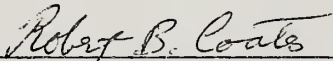
Approved as to style and content by:



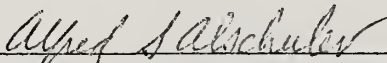
Ellis G. Olim, Ph.D., Chairman



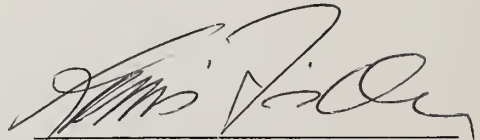
Larry L. Dye, Ed.D.



Robert B. Coates, Ph.D.



Alfred S. Alschuler, Ph.D.



Louis Fischer, Ph.D.
Acting Dean, School of
Education

School of Education
University of Massachusetts
Amherst, Massachusetts

June 1976

DEDICATION

To those determined young
women and men who have tried despite
situational and personal barriers to
achieve their educational goals,

and

To those dedicated Teen Learning
Center staff members who have labored
to create an educational opportunity
for youths to achieve their educational
goals.

ACKNOWLEDGEMENT

I am grateful to those friends who over the years believed in me and encouraged me not to settle--S. C. Wang, Jess Witchel, and Lynne Agress.

My special thanks to Diane Olson who first had the dream of starting an educational program for teens who had little chance of continuing their education.

While preparing this study I have been helped especially by the generous and scholarly guidance of Ellis Olim, who has been my teacher in the truest sense. I also want to express my appreciation to Bob Coates for his analyses and insights which were a great help to me in organizing and focusing my ideas.

Through the kind offices of Larry Dye, we were able to try out our ideas of creating a school where students would be challenged to succeed, as indeed we would be too!

ABSTRACT

Teen Learning Center: An Educational Intervention
Program in the Social Process of Juvenile Deviancy

(June 1976)

Elaine C. Murray, B.A., Loyola University
M.A., Columbia University Teachers College
Ed.D., University of Massachusetts

Directed by: Professor Ellis G. Olim

An educational program, the Teen Learning Center, is presented in this study, based on a psycho-social model whose aim is to intervene in the interactionist processes of social deviance. This study presents some sociological and psychological theories of deviancy, and offers a model of an educational program designed for youths who have been labeled juvenile delinquents, disturbed, or school dropouts.

The Teen Learning Center (TLC), a University of Massachusetts-based Juvenile Justice Program, was designed and administered by the investigator to enable youths labeled deviants to succeed in achieving the educational goal of attaining a high school equivalency diploma.

The Teen Learning Center is an alternative to the traditional models of rehabilitation programs ordered by the courts and established by state legislatures for juvenile deviants; it is a relatively independent program since it is a private organization which contracts to provide specified educational services to Massachusetts Department of Youth Services-acquainted youths and to school dropouts and students referred by school counselors as having "special educational needs." The study includes a complete description of the program, its curriculum, administration, staffing, funding, etc. Whether the TLC is an effective educational intervention program is the focus of this project.

The intervention model presented in this study is an educational program where juvenile delinquents who have been deprived of status by socio-legal censures can achieve an amount of status by attaining a self-defined goal which is valued by the larger social system as well as by the youths themselves.

The hypotheses tested are:

1. Youths with a history of juvenile deviancy who have not been able to function in a public school setting will succeed in achieving an educational goal if an opportunity is offered to them to attend a school designed for them.
2. Teen Learning Center students with a history of educational failure who are motivated to achieve an educational goal will achieve their goal if given the opportunity to attend the Teen Learning Center.

The original design of the school was based, in part, on Cloward and Ohlin's (1960) opportunity theory, and the first hypothesis is offered as a test of this theory.

The second hypothesis is being tested by measures which operationalize the psycho-social theory of deviancy. It combines the situational (increased opportunity) component with the personality (educational goal directedness) component and attempts to test the psychological explanation of school failure as a lack of educational goal directedness.

Sixty-three young men and 38 young women of between the ages of 13 and 19 participated in the study; 84 of these youths were students of the Teen Learning Center, 66 of whom were placed in the MARY or Advocate programs, two University of Massachusetts residential programs for Massachusetts Department of Youth Services court-committed youths. Seventeen youths in the study were residents of the MARY or

Advocate programs who did not attend the Teen Learning Center or any educational program.

Research methods used to test the hypotheses were: 1) clinical and multiple observations; 2) interviews; 3) nonrandomized comparison group design; 4) standardized test results of the California Tests of Adult Basic Education (TABE) and the General Education Diploma (GED) examinations; and 5) the Chi-square test and the corrected Pearson's contingency coefficient "C" to measure levels of significance and strength of association in eight relationships between Teen Learning Center students and the comparison groups.

The findings of the study indicate that:

1. Youths who do take the opportunity to attend the TLC are likely to succeed in achieving the GED if they remain in the program and if they are educationally goal directed.
2. Youths who initially take the opportunity to attend the TLC are not likely to succeed in achieving the GED if they drop out of the TLC.
- 3) Not all youths who take the opportunity to attend the TLC succeed.
- 4) Some youths who do not take the opportunity to attend an educational program do succeed on their own in achieving the GED if they are personally motivated to do so.

Thus, the findings indicate that the first hypothesis, as stated, must be rejected since youths who attend the TLC do not succeed solely because the TLC is available to them to attend. The findings tend to confirm the second hypothesis because they indicate that goal directedness was a determinate factor in the achievement of an educational goal by youths of the MARY, Advocate, and Teen Learning Center programs.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	v
LIST OF TABLES	xi
LIST OF FIGURES.	xii
Chapter	
I. THE PROBLEM	1
Purpose of Study	11
II. SURVEY OF THE LITERATURE ON SOCIAL DEVIANCE AND PRESENTATION OF A CONCEPT OF SOCIAL DEVIANCE WHICH CAN BE APPLIED TO JUVENILE DELINQUENTS AND SCHOOL DROPOUTS	13
III. TEEN LEARNING CENTER: A MODEL EDUCATIONAL PROGRAM FOR TEENS LABELED AS DELINQUENTS, DROPOUTS, OR DISTURBED	47
Background, History, and Philosophy	47
Goals	57
Program Design	58
Curriculum	61
Evaluation	62
Funding	64
Staffing	66
Administration	67
Comparison of Teen Learning Center Program with Program Recommended by President's Task Force on Juvenile Delinquency and Youth Crime (1967).	69
IV. DESIGN OF THE RESEARCH	83
Type of Design	83
Statement of Hypotheses	85

	Page
Subjects	85
Limitations of Design	86
Methods and Procedures	90
Tests and Instruments	92
Statistical Method	92
V. RESULTS	95
Findings	95
Discussion	107
VI. CONCLUSIONS	114
BIBLIOGRAPHY	121
Appendix	
A. Applications and Approvals for Certification as Private School by Amherst School Committee, 1974 and 1975	128
B. Chapter 766 Applications and Approvals, 1974 and 1975	196
C. Teen Learning Center Objectives/Implementation Chart, June 1975	257
D. Statement to Students, January 1975	265
E. Sample Learning Contracts for Classes and Tutorials	270
F. Teen Learning Center Proposal for Department of Youth Services Contract, 9/1/75 through 6/30/76	274
G. Teen Learning Center Staff Job Role Descriptions, Spring 1976	311
H. Criteria List for Determining Students' Educational Goal Directedness	314
I. Concept Paper: Teen Learning Center Program Development, Winter 1976	316

LIST OF TABLES

Table		Page
1	Behavioral Adaptations	34
2	Stage Characteristics and Optimal Environments	42
3	TLC Class Schedule, Spring 1976	63
4	Juvenile Justice Program Organization Chart.	68
5	TLC Students, Graduates, and Dropouts and Educational Achievement	96
6	TLC Students, Graduates, and Dropouts and Reading Levels	97
7	MARY/Advocate Youths and TLC Youths and Educational Achievement	99
8	MARY/Advocate Youths and TLC/MARY/Advocate Youths and Educational Achievement	100
9	TLC Youths and TLC/MARY/Advocate Youths and Educational Achievement	101
10	TLC Goal Directed and Non-goal Directed Youths and Educational Achievement	102
11	MARY and Advocate Goal Directed and Non-goal Directed Youths and Educational Achievement.	104
12	TLC Goal Directed and Non-goal Directed Youths and Reading Levels	105

LIST OF FIGURES

Figure		Page
1	Three Points in the Social Process of Deviance by which a Youth is Labeled a Juvenile Delinquent and Effects of Non-intervention and Intervention at these Points	8
2	Foci of Theories of Social Deviance Applied to Juvenile Delinquents	17

CHAPTER I

THE PROBLEM

Some adolescents fail to complete high school and never receive their high school diploma. Many of the students who drop out of school have been labeled by the courts as delinquent or by the schools as disruptive or non-learners. The behavior of these labeled youths deviates in some way from the behavioral norms of the larger society of which the youth is a member.

Sociologists and psychologists have attempted to explain social deviancy; this study presents some sociological and psychological theories of deviancy, and offers a model of an educational program designed for youths who have been termed juvenile deviants.

Sociologists studying deviance from the interactionist perspective do not define behavior per se as deviant but as part of the dynamic process of societal interactions (Becker, 1968; Dentler, 1959; Erikson, 1964; Lemert, 1972; Matza, 1961; Merton, 1957 and 1968; Rubington, 1966; Schur, 1969; Sutherland, 1969; Tannenbaum, 1968; and Weinberg, 1968). To them deviance depends on the nature of the interactions between individuals and the larger society to which the individual belongs.

Interactionists believe the process of social deviance involves more than social control agencies labeling certain behavior deviant; interactionists are interested in the processes of causation of deviance and focus on the interactions between actors--individual and society (in the form of a social control system).

Some adherents of the interactionist theory comprise a sub-set within the interactionist theory. Sociologists studying deviance from this sub-set, the labeling perspective, believe that reactions to the label itself perpetuate a continuation of deviant behavior. A study of deviance from the labeling perspective does not primarily aim to explain why the initial behavior of the individual comes to the attention of a social control system in the first place. Labeling theorists, in general, begin a study of deviance from the time that society censures a particular individual, usually with a label affixed, such as criminal, juvenile delinquent, or mentally ill.

Psychologists studying deviance focus on the personality component of the individual engaged in the deviant behavior, not on the nature of the interactions between the individual and the social system controlling the behavior (Hunt and Hardt, 1965; Rubinfeld, 1965; and Sullivan et al., 1957).

The theory of social deviance presented in this study is an interactionist one, which presupposes not only an understanding of the process of interaction, but also of the actors

involved in the process, and an understanding of where each of the actors is coming from--values, expectations, life facts (individual), norms (society), etc. The major weight in this study in explaining deviance is given to the sociological perspective, especially to the theory of Richard Cloward and Lloyd Ohlin (1960) which attributes a youth's deviant behavior to his response in finding legitimate avenues to achieving a goal blocked to him. However, this study incorporates not only a sociological perspective, but also a psychological one.

Adolescence is at best a period of turmoil for most youth. When a youth is charged with deviant behavior by any of the social systems, a difficult period is further complicated. Courts label these youths delinquent; schools label them as disruptive or as dropouts; families label them as difficult. Labeling has a deleterious effect especially when a youth feels isolated and confused and lacks support from significant others. Youths can react to an untenable situation (however they may perceive it) in a variety of ways: acceptance, withdrawal, rebellion. The dropout withdraws; the delinquent rebels. If the school environment becomes an unpleasant one, a student may either drop out or become disruptive to the extent that he/she gets into trouble in and out of school and may end up as a

labeled juvenile delinquent.¹ These youths--delinquent, drop-out, or disturbed--have special needs.

There is often a values conflict between youth sub-cultures and the larger society. Most youths internalize the larger society's values and goals as part of the enculturation process. There are institutionalized means for most people to achieve the common goals of society--completing school; getting a good job; getting married; having a family; and acquiring cars, possessions, money, etc. But means to achieve goals are limited to large segments of the population, especially for persons of low socio-economic status. Youths within this group have an especially hard time in achieving goals. An ends-means dilemma is created which is a pervasive one, and it can perpetuate norm-violating behavior to which the larger group is going to continue to object. The cycle--objectionable behavior, strong reaction--repeats itself, but it takes the form of a

¹Juvenile Court Statistics 1973 defines juvenile delinquency cases as those "referred for acts defined in the statutes of the State as the violation of a State law or municipal ordinance by children or youth of juvenile court age, or for conduct so seriously antisocial as to interfere with the rights of others or to menace the welfare of the delinquent himself, or of the community." This broad definition of delinquency includes conduct which violates the law only when committed by children; e.g., truancy, ungovernable behavior, and running away. Excluded are ordinary traffic cases, except where traffic cases, usually the more serious ones, are adjudicated as "juvenile delinquency" cases (p. 6).

downward moving spiral; that is, chances for achieving goals in an acceptable way become more and more difficult for individuals with norm violating behavior.

Many youths want to finish school; however, because of many reasons (attributable both to self and to others) these youths cannot succeed in public school. The roles of the schools in delinquency have been studied by many. Studies of labeled delinquents in schools indicate that poor school performance may represent one form of blocked goal attainment (Cloward and Ohlin, 1960; Cohen, 1955, and Scarpitti, F.R. and E.C., 1969). Additionally, the nature of the official response to a youth's behavior and performance in school shapes his future behavior and performance (Erikson, E.H., 1968).

The precise nature of the relationship between formal education and juvenile delinquency remains a subject of controversy among specialists in the field, but there appears to be a consensus that some causal influences are involved. . . . Behavioral scientists generally agree, however, that the school may function either to help initiate and nurture delinquent behavior or to help prevent and curb such development (Wilkerson, 1969, p. 107).

Wilkerson reviews the research literature and summarizes four educational correlates of delinquency.

First, ~~most~~ delinquents have a history of failing grades in school. A large proportion of them--close to one-half--repeat two or more grades in which they are enrolled. It should be noted, however, that most young people with records of school failure are not identified as delinquents.

Second, almost all delinquents--around 95%--have records of serious or persistent misconduct in school.

The most frequent manifestation is truancy. Indeed, more than nine-tenths of youthful delinquents are occasional or persistent truants.

Third, a very large proportion of delinquent young people--80 to 95%--are school dropouts. Most of them withdraw from the junior high school grades as soon as they reach the 'leaving age' of sixteen; a few of them enter senior high school. As in the case of academic failures, however, most school dropouts--probably three-fourths or more--are not delinquents.

Fourth, a substantial majority of delinquents express violent dislike of school, and at least one-fourth more express indifference toward school.

Although none of these school-related characteristics is peculiar to delinquents, the incidence of each is greater among delinquents than among non-delinquents. The relationship documented by these selected findings is merely that of association. . . . Nevertheless, there is substantial basis for inferring that the school does contribute importantly to the development of delinquent behavior (Wilkerson, 1969, pp. 108-109).

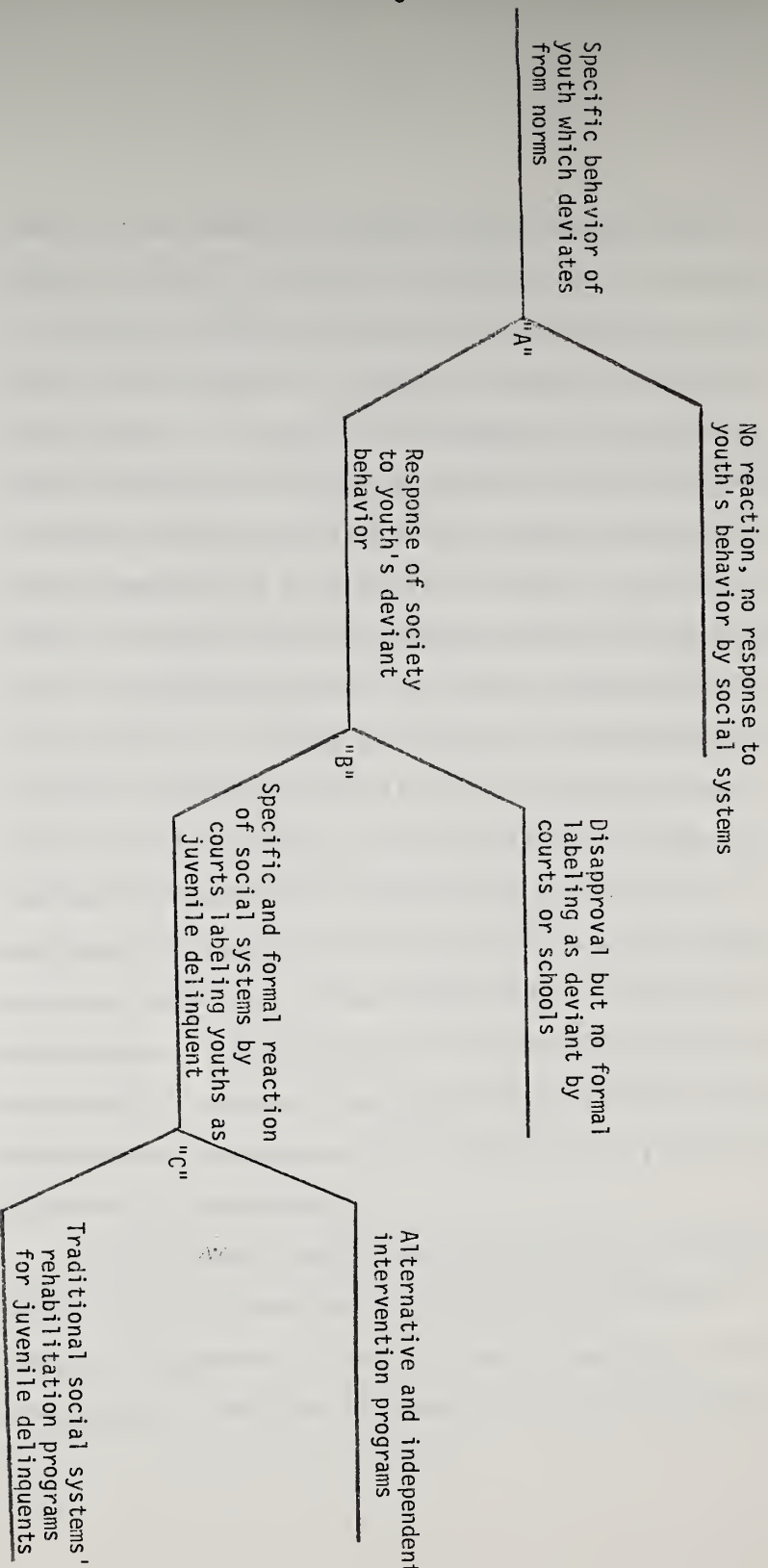
Changing the schools could lessen their contribution to the development of delinquent behavior. This type of intervention--changing the schools--would involve a change in a social system. Social control systems are usually more responsive to the needs of the larger society than to individual members. Deviance labels, such as delinquent, serve a function to the larger society. They define limits of acceptable behavior. Furthermore, public schools which are institutionalized social systems have been slow to change at all since the beginnings of American public education.

Most states do have some educational programs for delinquents, but these programs usually are linked to the training schools where the delinquent youths are incarcerated. Many of these training school programs use a psychological or psychiatric treatment model which focuses on the pathology of the individual. An alternative type of educational intervention program is proposed in this study, based on a psycho-social model whose aim is to intervene in the pattern or processes of social deviance. The focus of this type of intervention program is on the relationships that exist within and between the juveniles and the social systems.

The educational intervention program presented in this project is designed to enable a youth to succeed in achieving a goal that is set by the youth him/herself, such as getting a high school equivalency diploma. The theory of deviance upon which this premise is based sees these following interactions between and among the actors (social systems) which label a youth a delinquent and the youth who is labeled: behavior of youth, response of society, specific action of society, reaction of youth. The theory of social deviance presented herein posits that intervention at various sequences in the process could alter a cyclical effect of the process.

Figure 1 illustrates three points at which intervention could occur in the process of interactions between a youth and a social system which objects to the youth's behavior to the

Figure 1. THREE POINTS IN THE SOCIAL PROCESS OF DEVIANCE BY WHICH A YOUTH IS LABELED A JUVENILE DELINQUENT AND EFFECTS OF NON-INTERVENTION AND INTERVENTION AT THESE POINTS



extent that the behavior is labeled deviant and the youth termed delinquent. At point "A" specific actions or behaviors of a youth are either ignored by social institutions, such as family, schools, police, or courts, or objected to by these social systems. At point "B" this response by society to a youth's behavior can take one of two general forms: disapproval by a social institution but no formal labeling as deviant or formal stigmatization as deviant by the courts. After the specific and formal labeling procedure by which the courts label a youth a juvenile delinquent, two types of intervention can occur at point "C." The traditional type of intervention program after labeling has occurred is one in which the youth is placed for "rehabilitation." Such rehabilitation programs at training schools, detention centers, work farms, etc. are established and maintained by the social systems which labeled the youths as deviants. These rehabilitation programs become institutionalized because they are part of major social systems. The process of deviance by which youths became termed as delinquents becomes a function by which institutions to rehabilitate delinquents are maintained.

Another type of intervention program which can occur at point "C" is an alternative intervention program which is relatively independent of control by social systems. The Teen Learning Center (described in Chapter III) is being proposed as

such an alternative and independent intervention program in the delinquency process. The Teen Learning Center (TLC) is an alternative to traditional models of rehabilitation programs ordered by the courts and established by state legislatures. It is a relatively independent program since it is a private organization which contracts to provide specified services to Department of Youth Services²-acquainted youths and to school dropouts and students referred by school counselors as having "special educational needs." This general term usually refers to a social maladjustment. Whether the Teen Learning Center is an effective educational intervention program in the process of juvenile deviancy is studied in this project.

If the Teen Learning Center can be shown to be an effective program in disrupting the cycle of deviance, then the value and significance of the study will be affirmed. If the Teen Learning Center proves not to be an effective intervention program, some of the reasons therefor may be useful to those working with youths labeled delinquent, disturbed, or dropouts, in designing a program that will work with these youths.

²Department of Youth Services (DYS) is the state agency of the Commonwealth of Massachusetts which is charged with the responsibility of youths who are committed to the state by juvenile courts.

Purpose of Study

The purpose of this study is to present and test for effectiveness a model of an educational program, an alternative school, designed to meet the special needs of high school drop-outs, of students from local school districts who cannot function in public schools, and of youths who are Department of Youth Services-acquainted teens. Many of these youths have been out of school for some time, some for up to three years. Their experiences in school have been those of consistent failure; their experiences with institutions (schools, family, courts, police, detention centers, etc.) have made them lose trust in institutions and in people in general. Many have also lost faith in themselves. In society's eyes, they have been labeled deviants; some have come to accept the label of deviance. Their adjustive reactions cover a wide range, including withdrawal, accommodation, and rebellion.

The Teen Learning Center, which I helped design and administer, is presented as a model of an educational program designed to meet special needs of troubled adolescents. The purpose of the study is to test whether the design is an effective one in trying to break the pattern of juvenile deviancy by offering youths the opportunity to achieve success in accomplishing an educational goal which they value but which

they have not been able to attain because means were closed or inaccessible to them.

The Teen Learning Center is a University of Massachusetts campus-based program which has use of University resources, such as space, facilities, accounting offices, personnel, and faculty supervision. The program started with minimal financial and material resources. Graduate students and undergraduates began the program in the winter of 1973 with the faculty support of Dr. Larry L. Dye. The design of the school rests not only upon the good intentions of those responsible for it, but also upon theoretical foundations of how an educational program can be designed to educate teens for whom other schools have failed.

CHAPTER II

SURVEY OF THE LITERATURE ON SOCIAL DEVIANCE AND PRESENTATION OF A CONCEPT OF SOCIAL DEVIANCE WHICH CAN BE APPLIED TO JUVENILE DELINQUENTS AND SCHOOL DROPOUTS

Sociology is the analysis of social relations; concepts which are analyzed are society, culture, social organization, status, norm, group, role, and self. A primary goal of sociological study is to explain social order. A breach of social order is called social deviance. "The study of social deviance can shed much light on social order in general and, in particular, reveal . . . the paradoxical uniformities that deviance requires in order to exist as a social phenomenon" (Rubington and Weinberg, 1968, p. 1). Deviance is not a static characteristic intrinsic to certain types of behavior; it is part of the dynamic process of interactions between individuals and the larger society of which individuals are a part. There is a dynamic relationship between those designated deviant and those doing the designating. If deviance is defined as conduct which violates the norms of the society enough to require the attention of social control agencies, then, "deviance is not a property inherent in certain forms of behavior; it is a property conferred upon these forms by the audiences which directly or indirectly witness them" (K.T. Erikson, 1964, p. 11). Erikson (p. 11)

suggests that "the critical variable in the study of deviance is the social audience rather than the individual actor, since it is the audience which eventually determines whether or not any episode of behavior or any class of episodes is labeled deviant." The conception of deviance presented in this study is that the social audience which exercises social control is one of several critical variables in the process of social deviance.

Many theories of social deviance focus on either the individual actor or the larger audience; some concentrate more on one or the other while recognizing the dependent relationship that exists. Some social scientists, particularly psychologists, stress that sociologists studying social deviance tend to emphasize that "deviance" is created by the reactors and that sociologists pay too little attention to variables locatable in the individual himself or in his prereaction social or psychological history, and these theorists present psycho-social explanations of deviance (Bordua, 1967; Blackham, 1967; Rubenfeld, 1965). Thus, important variables in determining social deviance which are considered in this study are both the individuals and the nature of interaction between the individual actors and the larger audience. This process of interaction acts as a bridge between persons being labeled and group labeling. The two-way traffic on the bridge (interactions) includes the actor's behavior, the group's response, the group's action, and

the actor's reaction. If the bridge is broken at any point the process of social control is not completed. "The processual orientation suggests that there is no single identifiable point at which an act or individual 'becomes deviant'" (Schur, 1969, p. 315).

The theory of deviance presented in this study attempts to redefine social deviance as a dynamic process.

While deviance analyses of the recent past largely lost sight of the importance of process, it is worth recalling that Edwin Sutherland (who in a sense fathered a good deal of the modern American sociology of deviance) clearly recognized its centrality. Thus he included, in his definition of criminology, knowledge concerning 'the processes of making laws, of breaking laws, and of reacting toward the breaking of laws.' He recognized that 'these processes are three aspects of a somewhat unified sequence of interactions' and concluded that 'this sequence of interactions is the object-matter of criminology' (Schur, 1969, p. 315).

The type of social deviancy with which this study is concerned is juvenile deviance. Delinquents, school dropouts and youths labeled as disruptive or disturbed will be considered as examples of juvenile deviants.

When individuals defy the norms of the society, their behavior is sometimes censured by social control institutions, such as the schools, families, or the criminal justice system. When the courts are introduced into the process, the deviant may be legally termed a criminal, a juvenile delinquent, or mentally ill. Deviancy may remain a social concept when families and schools censure a youth's norm-violating behavior. Delinquency

becomes a legal concept when courts adjudicate a youth in response to his/her norm-(law-)violating behavior.

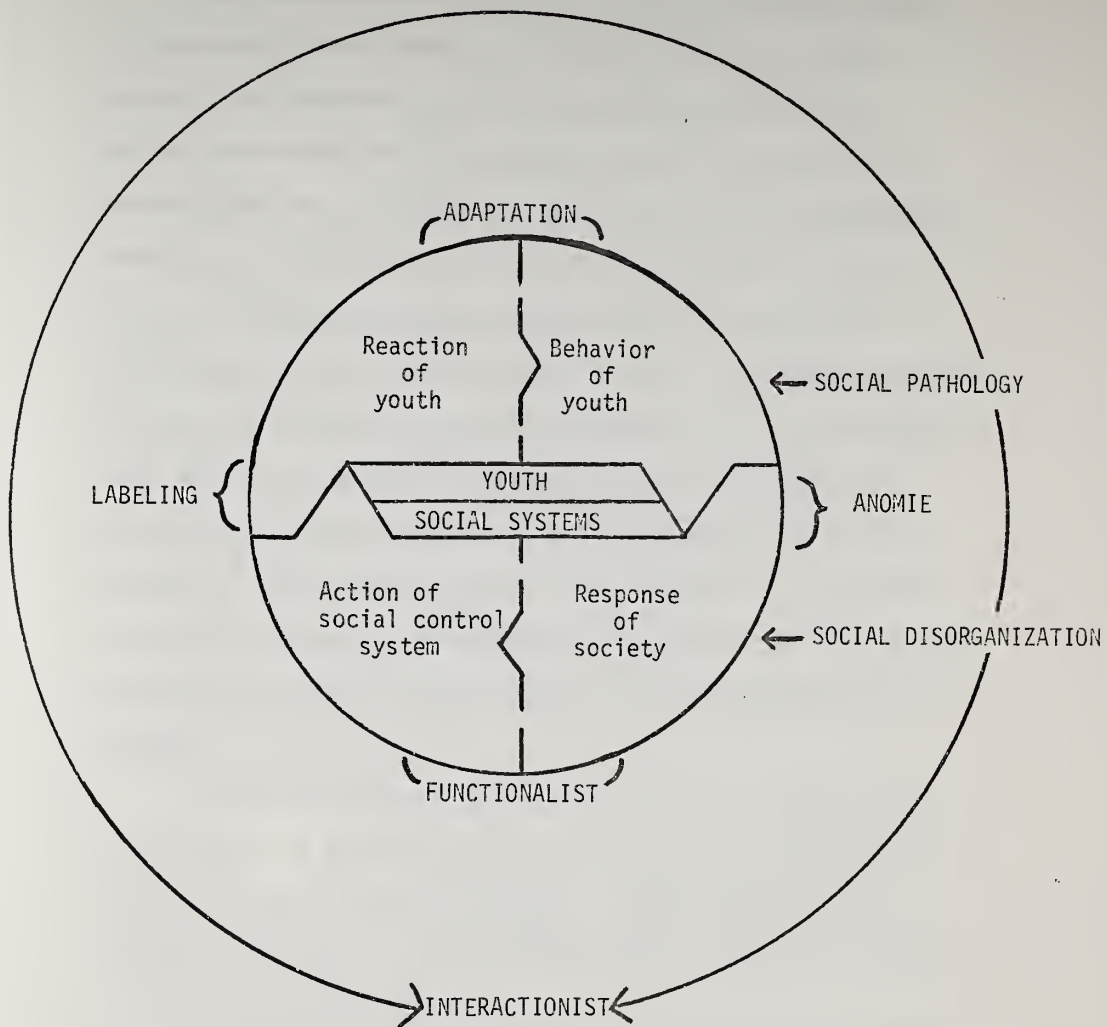
Different theories of deviance as applied to juvenile delinquents have concentrated on one or more of these: the juvenile, his socio-economic class, his self concept, values, etc.; on the society doing the censuring, its norms, values, etc.; on the response of the society to behavior which deviates from its norms; and on the function of deviance in defining the society.

Major sociological theories in the history of the sociology of deviance are:

1. Social Pathology
2. Social Disorganization
3. Anomie
4. Functionalist
5. Interactionist Theory
 - a. Labeling Perspective
 - b. Adjustment to End-Means Dilemma (Theory of Differential Opportunity Systems)
 - c. Psycho-social Approach

Figure 2 depicts the focal concerns of each of these theories and their range of interactions.

Figure 2. FOCI OF THEORIES OF SOCIAL DEVIANCE APPLIED TO JUVENILE DELINQUENTS



The interactionist concept of juvenile deviance tested in this study is a synthesis of Cloward and Ohlin's (1960) theory of differential opportunity systems and the psychosocial approach such as those taken by Hunt and Hardt (1965) and Sullivan et al. (1957), in which situational and personality components of the labeled deviants are considered. The educational intervention program presented herein, that of the Teen Learning Center, was founded, in part, on Cloward and Ohlin's theory of differential opportunity systems since it was believed that traditional means to achieve a high school diploma are closed off to students who are labeled delinquents or who are dropouts.³ The original design of the program also considered the possible levels of interpersonal development of the students, but did not include explicit means to "correct" maladaptive behavior.

The interactionist theories of deviance, as applied to delinquents and school dropouts, were an organic development of earlier theories of social deviance. These theories are not mutually exclusive. Deviance theorists may combine one or more

³A widely accepted definition of a dropout is as follows: A dropout is ~~an~~ individual who leaves school, for any reason except death, before graduation or completion of a program of studies and without transferring to another school. . . . Such an individual is considered a dropout whether his dropping out occurs during, or between regular school terms, whether his dropping out occurs, before, or after he has passed the compulsory school attendance age, and, where applicable, whether or not he has completed a minimum required amount of school work (Putnam, 1963, p. 13).

of the categories presented here. A deviance theorist may focus his/her research on one aspect of the process in order to elucidate the total process of social deviance. A brief review of earlier theories of deviance is necessary to understand the foundation upon which the interactionist theories rest.

1. Social Pathology ascribed to the individual social, psychological, and even physical maladjustments. It attempted

to apply a biological or medical model to the analysis of problematical phenomena of society. It rests on the idea that societies or their constituent parts may develop abnormally or anomalously and that they can be described or 'diagnosed' in the light of some pristine or universal criterion of normality or health. The orientation of social pathology was, however, toward man rather than society. The fact that many of these conditions are indeed associated with organic pathologies or were assumed to have a hereditary foundation lent strength to the idea that social problems were external, or objective, facts. Sociological residues of this idea persist today among those who believe alcoholism and mental disorder to be diseases (Lemert, 1972, p. 10).

After the turmoil of war and depression of the early twentieth century, it was a natural evolution in sociological thinking to look for more culturally relativistic theories to explain social deviance than to ascribe to the individuals involved social, psychological, moral, or biological maladjustment or pathology.

2. Social Disorganization views deviance as violations of social values, norms and expectations. Although social pathology as a viable perspective on social problems was out of

vogue by the 1940's, "many of the phenomena that had long been the subject matter of social problems or social pathology now were postulated as symptoms or products of such processes as uneven cultural development, cultural lag, conflict, dissensus, and dialectic change. Taken together, these processes meant social disorganization" (Lemert, 1972, pp. 10-11).

Social disorganization focuses attention on the harmonious and inharmonious aspects of the structure of society, as such. It is concerned with the ways and degrees to which the activities implicit in the organization of the society are mutually reinforcing or mutually contradictory. Consequently, its concern with the individual is incidental, and individual satisfactions, while they may turn out to be important symptomatically, do not constitute the major criteria of social organization. In the same way, social disorganization is differentiated from the study of conformity and deviancy in individuals, or the degree to which the social norms are effectively followed in individual behavior (social control).

The activities which represent the social structure are most frequently described in terms of 'norms' and 'values.' Social disorganization may then be conceptualized in terms of some conflicts among norms and values in a society. Social disorganization deals with ways in which activities which are in some sense the product of, and legitimized by, the social structure conflict with one another. . . . Only when social values may be called upon to support contradictory patterns of behavior in actual situations can we speak of social disorganization (Turner, 1968, pp. 24-25 and 27).

3. Anomie is another variant of the value-conflict position. "By dichotomizing values into means and ends, . . . either means or ends may become unduly stressed in a society so that the one is not adequately qualified by the other" (Turner, 1968, p. 27). Robert Merton (1968) postulates the anomie theory to try to discover "how some social structures exert a definite

pressure upon certain persons in the society to engage in non-conformist rather than conformist conducts" (Merton, 1968, p. 33).

There are two elements of social and cultural structure.

The first consists of culturally defined goals, purposes, and interests. It comprises a frame of aspirational reference. These goals are more or less integrated and involve varying degrees of prestige and sentiment. . . . Some of these cultural aspirations are related to the original drives of man, but they are not determined by them. The second phase of the social structure defines, regulates, and controls the acceptable modes of achieving these goals. . . . There may develop a disproportionate, at times, a virtually exclusive, stress upon the value of specific goals, involving relatively slight concern with the institutionally appropriate modes of attaining these goals (Merton, 1968, p. 33).

The conflict between culturally defined aspirations and socially structured means is often resolved in favor of people using any means to achieve culturally-induced common goals, such as success, money, power, etc. This lack of coordination between means and ends leads to anomie. (Adjustment to the end-means dilemma will be expanded in paragraph 5b, p.31).

The anomie theory is designed to help explain behavior which varies from the norms of the society.

The anomie theory may help us appreciate the various ways in which people respond to conditions of strain, but it does not help us differentiate between those people who infringe the letter of the norm without attracting any notice and those who excite so much alarm that they earn a deviant reputation in society and are committed to special institutions like prisons and hospitals (K.T. Erikson, 1964, p. 10).

When a society acts to control the behavior of its constituent members, it is engaging in an intricate process of selection.

It is selecting certain behaviors of individuals and naming them deviant, and it is selecting behaviors of only certain members of the community, for various reasons, and naming their behavior deviant. "The screening device which sifts these telling details out of the person's over-all performance, then, is a very important instrument of social control" (K.T. Erikson, 1964, p. 11). Many factors which do not directly relate to the deviant act itself are considered in this screening process—the person's age, race, social status, economic class, past record, etc.; . . .

the difference between those who earn a deviant label and those who go their own way in peace depends almost entirely on the way in which the community sifts out and codes the many details of behavior to which it is witness. . . . It is gradually becoming more evident to sociologists engaged in this area of research that deviant behavior can play an important part in keeping the social order intact (K.T. Erikson, 1964, p. 12).

From the anomie theory another logically emerged, the functionalist.

4. The Functionalist view emerged when early theorists of deviance sociology began to view deviant behavior as a result of a dysfunctional social order. In recent years, sociological theorists have become more and more concerned with the concept that social deviance is functional to the society. It is in society's interest to maintain its norms. Norms are not written rules; they become norms by usage. Repeated use defines norms; abuse also defines norms because deviations delimit the boundaries

of acceptable behavior. The function, then, of deviance is: 1) that it is boundary maintaining; 2) that reactions against deviant behavior exert social control; and 3) that it identifies the group—where it begins and ends as a special entity. "The only material found in a system for marking boundaries is the behavior of its participants; and the kinds of behavior which best perform this function are often deviant, since they represent the most extreme variety of conduct to be found within the experiences of the group" (K.T. Erikson, 1964, p. 13).

Any group attempts to locate its position in social space by defining its symbolic boundaries, and this process of self-location takes place not only in reference to the central norms which the group develops but in reference to the range of possibilities which the culture makes available. Specialized statuses which are located on the margins of the group, chiefly high-rank leaders and low-rank deviants, become critical referents for establishing the end points of this range, the group boundaries (Dentler and Erikson, 1959, p. 106).

Besides defining the limits or boundaries of the group, labeling a person a deviant has the added benefit to the group of uniting the group to a common cause (censure) and against a common miscreant. "The attitude of hostility toward the lawbreaker has the unique advantage of uniting all members of the community" (Mead, 1928, p. 591). Selecting nonconforming behavior for censure serves the group well regardless of whether the deviation is from social or moral norms. Legal censures are used in either case.

Definition of what is considered normal in the group takes place with reference to what is considered deviant, and morality is given its context through the contrast provided by that which is not moral. . . . It is against the ground of their deviance that the righteous achieve comforting affirmation of their normality (Coser, 1962, p. 174).

Thus, deviance not only disrupts social order but also preserves social order. Ramifications of this theory are particularly disturbing to those theorists who are also practitioners trying to design and implement preventive and rehabilitative programs for labeled deviants. If some individuals are diverted from "becoming deviant" and others are rehabilitated after being termed deviant, then it is to society's interest for its social control agencies to "initiate" new members into its fringe group or to "recycle" those who have left for awhile. K.T. Erikson (1964) poses an interesting question:

If we grant that deviant forms of behavior are often beneficial to society in general, can we then assume that societies are organized in such a way as to promote this resource? Can we assume, in other words, that forces operate within the social order to recruit deviant actors and commit them to deviant forms of activity? Sociology has not yet developed a conceptual language in which this sort of question can be discussed with any ease, but one observation can be made which gives the question an interesting perspective--namely, that deviant activities often seem to derive support from the very agencies designed to suppress them. Indeed, the institutions dreamed by society for discouraging deviant behavior are often so poorly equipped for that task that we might well ask why this is considered their 'real' function at all (K.T. Erikson, 1964, p. 15).

The functionalist approach presupposes a series of interactions between individuals and social systems. There is a predeterminist ring to the functionalist theory. Within the past twenty years there has emerged a school of theorists who view social deviance as a process of various interactions. Theirs is a dynamic theory which is less determinist than the functionalists' because it admits to the existence of a host of variables in the interactionist processes.

5. Interactionist Theory is a recent emphasis in sociology. With the emergence of the interactionist theory a re-shifting of attention occurred in sociological thinking. At the end of the nineteenth century sociology began to receive formal recognition in colleges and universities as a distinct social science. A substantial number of the early sociologists who were recruited to teach came from backgrounds of the ministry and charity work. Their focus was the study of social problems to effect social reform. However, there was an older, anti-reform school of social scientists who wanted sociology to hold to the scientifically "neutral" purpose of studying society. The dichotomy between "scientific sociology" and "applied sociology" persists to this day; emphasis from one school to the other has shifted for nearly 100 years. In the mid-twentieth century sociologists more and more emphasized methodology, research design, and theory. They employed empirical data, designed research models to limit and to control variables, and could prove hypotheses

that were sometimes criticized for not being conclusive. However, in the past two decades in the field of deviance sociology, theorists have emerged who acknowledge a primary importance to symbolic interaction and social control.

. . . (these) deviance sociologists have focused their work on the consequences of the moral order and social control, seeking to show how categories of deviance are invoked and applied to individuals and groups. They have given currency to such concepts as societal reaction, stigma, degradation, mortification of self, police discretion, and typification, ideas which are especially suited to showing how agencies and institutions ostensibly organized for welfare, reform, rehabilitation, and treatment give form and meaning to deviance and stabilize it as secondary deviation. While research on the process by which individuals become deviant has tended to be subordinated to the suffusing concern with legally instituted agencies of deviance control, nevertheless it has been illumined by the concepts of moral careers, deviant careers, contingency, drift, sense of injustice, encapsulation, turning points, identity crises, and secondary deviance (Lemert, 1972, p. 15).

Furthermore, rather than limiting the field of deviance, the interactionist sociologists present more questions to be asked and researched.

If not everyone who is known to have engaged in criminally liable behavior is actually identified as a criminal, then a more appropriate question for criminology qua criminology seems to be not 'Why did the criminal engage in certain behavior?' but rather 'Why is one person who engages in certain behavior given the status of criminal while another who engages in the same behavior is not?' (Turk, 1968, p. 368).

The focus shifts from the individual and his behavior to the social control agencies and to the larger social order and to the interactions between the individual and society. With the emphasis now on all parties of the interaction, the variables

involved increase commensurably to include personality of the actor, structure of the group in which behavior was enacted, the violations of expectations which the group experience, as well as the norms which it observes (Dentler and Erikson, 1959, p. 315), and the nature, distribution, social meaning, and implications of the deviant behavior (Schur, 1969, p. 315).

Because the range of interactions and their effects is so large, there are several subsets of the interactionist theory. One school of interactionist theorists focuses in after the social control agencies have labeled an individual as deviant.

5 a. The Labeling Perspective is a category within interactionist theory which studies the effect of the intervention process (especially effects of stigmatization) on the person labeled. Becker (1963) has emphasized the social reaction process of deviance: ". . . we cannot know whether a given act will be categorized as deviant until the response of others has occurred. Deviance is not a quality that lies in behavior itself, but in the interaction between the person who commits an act and those who respond to it" (Becker, 1963, p. 16).

Lemert (1967) has comprehensively summarized the labeling perspective, a position held earlier by Tannenbaum (1938).

Lemert distinguishes 'primary deviation,' which is poly-genetic, arising as it does from a variety of social, cultural, psychological, and physiological factors, from 'secondary deviation.' The latter term refers to the socially defined responses the actor makes to the facts of his deviance, which alone have direct implications for his status and psychic structure. Labeling, or stigmatization, then, is the societal process that transforms

one conception of self (normal) into another (deviant). . . .

It was this 'secondary deviation' thesis that generated the largest outpouring of research, in spite of Lemert's warning that such processes did not 'cause' deviance, but were only one of the mechanisms that acted to stabilize the deviant identity. The core propositions of Lemert's social control model included the structural emphasis on social differentiation, power exchanges, and conflict as a basis for the sociologist's coming to terms with social control and social change. Lemert's lineal descendants, however, in taking the reaction of the labeled person as the starting point for research, rather than the policies and decisions of the reactors, have bypassed the rich field of social control. The mining of the classical sociological problem of power differences and ideological struggles is abandoned in favor of a social psychological orientation that is fastened on the deviant category—actor and group. The deviant category itself becomes defined primarily in cultural and behavioral terms in the research, quite apart from social organization. . . .

In spite of the highly insightful, imaginative work of this school (labeling perspective), the theory, as practiced, has been largely astructural, ahistorical, and non-comparative, and tends to promote a sociology of the segmental, the exotic, and the bizarre (N.J. Davis, 1972, pp. 452-453).

Research findings on the effects of labeling have been inconclusive, possibly because in studying the effects on the labeled person, too many variables have been ignored.⁴ Improper

⁴The research of Piliavin and Brian (1968, p. 137) demonstrates that "the stigmatization resulting from police apprehension, arrest, and detention actually reinforces deviant behavior." The findings of Cicourel and Kitsuse (1968, p. 130) show that "the social typing of students with reference to infractions of conduct rules may launch students on 'delinquent' careers within the high school." Yet, Foster, Dinitz and Reckless (1972, p. 208) state that the results of their study "indicate that, according to the perceptions of the officially acted-upon boys, the extent of perceived stigmatization and social liability that follows police or court intervention seems to be overestimated

weighting has been given to the label, per se, "While labeling theory designates a determinable aspect of what goes on between those who are labeled and those who are not, it is important to realize that this designation is only one aspect of what goes on between two categories of persons" (Fisher, 1972, p. 83).

Labeling theorists, such as K.T. Erikson (1964), Becker (1963), and Kitsuse (1962), are interested in the process by which a person is formally labeled deviant and the effects of stigmatization upon individuals labeled deviant by social control systems; however, as interactionists, they are also concerned with studying the process of becoming deviant. As noted, societal interactions comprise a wide range of interactions in the process of deviance—action of youth, response and reaction of social system, reaction of youth, etc. Labeling theorists study a small set of these interreactions in an attempt to elucidate the larger process of social deviance. Therefore, they usually choose not to fully consider a particular youth's pre-reaction psycho-social history, values, self-concept, affiliations in sub-cultures, life facts (such as age, sex, social status, educational attainment, economic and demographic factors, etc.), and how his/her relation to each of these areas comprises his/her identity.

in the labeling hypothesis." Sethard Fisher's study (1972, p. 82) alone seems to consider other interactions in the labeling process when he states, "according to our data, the public label appears not to set in motion a process of differential treatment, rather it appears simply to reflect, and perhaps exacerbate, a process already ongoing."

To understand the process of social deviance, one must also understand the labelers. Thus, the particular social control agencies which enact the larger society's needs and interests have to be studied. The "larger society" to which individual members belong is an amorphous entity. Thus attention must be focused on the social system that is reacting to individual behavior (courts, police, family, schools). A study of a social system's values, norms, needs, expectations for its members, and screens used to select acceptable and unacceptable behavior would help elucidate its total identity. Combined with an understanding of the social systems, a study and understanding of the actors in the process would help define the interactions that take place between them. A complete understanding of where each of the actors is coming from would provide a frame of reference within which the interaction occurs. When interaction happens, reaction follows by all actors. At this point the community often reacts to deviant behavior (intervenes) and in some cases censures the behavior and labels the individual a deviant. This labeling process moves from the social arena to the legal one when courts assign legal designations to norm-violators, such as criminal, juvenile delinquent, mentally ill, etc. In a simple society social censure can be enough in the form of ostracism; however, in a large, complex society there are few mechanisms for social censure; thus legal stigmatizations take over where social ones might be more apt.

Some labeling theorists focus on the individual's reactions, such as his value conflicts, limited means to accomplish ends, intense frustration, altered self-concept, hardened behavior patterning, etc., or they focus on the deviant behavior itself, as can be seen by numerous articles about social deviants, such as prostitutes, homosexuals, transvestites, nudists, drug users, and any and all other norm-violators. The labeled behavior becomes the labeled person, and the negative effects of labeling are documented by some sociologists (Becker, 1963; Goffman, 1956 and 1963; Rubington and Weinberg, 1968). In most cases, however, their work cannot determine that the effect of being labeled as deviant caused an individual's deviant behavior or even perpetuated deviancy after he/she was formally labeled. In the cases when labeling has a deleterious effect on the individual, the individual has to undergo an adjustment to self-identity. He can become what he is defined as, or he can join a subculture where he shares values with members of his new affiliation, or he can adjust to the disparity between his values and means available to him to achieve them.

5 b. Adjustment to the Ends-Means Dilemma or Theory of Differential Opportunity Systems is used as an interactionist theory by some sociologists to explain an individual's deviant behavior.

A high frequency of deviant behavior is not generated merely by lack of opportunity or by this exaggerated pecuniary emphasis. . . . It is only when a system of cultural values extols, virtually above all else, certain common success-goals for the population at large while the social structure rigorously restricts or completely closes access to approved modes of reaching these goals for a considerable part of the same population, that deviant behavior ensues on a large scale. . . . Goals are held to transcend class lines, not to be bounded by them, yet the actual social organization is such that there exist class differentials in accessibility of the goals (Merton, 1957, p. 146).

Some social scientists have postulated that deviant groups have values different from the larger society. More, however, have argued that labeled delinquents have incorporated society's values into their own value system (Cloward and Jones, 1963, p. 203; Elliott and Voss, 1974, p. 23; Hall and Waldo, 1967, p. 242; Lerman, 1968, p. 219; Reissman, 1962, p. 10), but lack legitimate means to achieve culturally approved goals, such as success, money, possessions, status, etc. (Cloward and Ohlin, 1960, p. 86). The delinquent conforms to society, rather than deviates from it, when he incorporates "big money" into his value system (A.K. Davis, 1944, p. 282).

This theory of adjustment to the ends-means dilemma raises two major questions: 1) how do the value systems of juvenile delinquents and social systems to which they belong compare; and 2) what limits the means available for a youth to achieve his goals? Each of these questions raises numerous other questions which must be probed before there is a resolution to the ends-means dilemma.

When a youth is competing in what may be a closed system, at least to him, frustration and some form of response result.

The disparity between what lower-class youth are led to want and what is actually available to them is the source of a major problem of adjustment. Adolescents who form delinquent subcultures, we suggest, have internalized an emphasis upon conventional goals, and unable to revise their aspirations downward, they experience intense frustration; the explorations of nonconformist alternatives may be the result (Cloward and Ohlin, 1960, p. 86).

However, nonconformist (i.e., deviant) behavior may be only one alternative to adaptation. Merton (1968) discusses and charts five logically possible, alternative modes of adjustment or adaptations by individuals. This may help explain that, although the disparity between ends and available means to achieve goals is a persistent and persuasive disparity, youths caught in this dilemma and who experience intense frustration react in different ways in different circumstances.

TABLE 1
 BEHAVIORAL ADAPTATIONS⁵

<u>Modes of Adjustment</u>	<u>Culture Goals</u>	<u>Institutionalized Means</u>
I. Conformity	+	+
II. Innovation	+	-
III. Ritualism	-	+
IV. Retreatism	-	-
V. Rebellion	±	±

Symbols

(+) = "acceptance"

(-) = "elimination"

(±) = "rejection and substitution of new goals and standards"

The hypothesis that delinquency is related to frustrations encountered in the school milieu and that leaving this milieu reduces the motivation for delinquent behavior appears consistent with the fact that offense rates in the U.S. drop significantly after 17, when most lower-class American youth leave school and enter the labor force.

Cohen in Delinquent Boys (1955) suggests that delinquency on the part of lower-class boys is a response to the unequal competition encountered at school. Delinquency is thus associated with frustration and failure particularly experienced in school, for it is in this milieu that youth

⁵From Merton (1968), p. 37.

from disparate cultural backgrounds are forced to compete for middle-class success goals.

There are several alternatives available to those who experience frustration at school. They may remain in school and attempt to deal with their frustration by attacking the system of norms and values which they believe to be the source of their difficulties. Delinquent behavior may thus be viewed as an expression of their resentment toward this system and those who attempt to enforce its norms. On the other hand, those experiencing failure may leave school making a "retreatist" adaptation in an effort to escape from the situation which produces the frustrations. No longer frustrated by the unequal competition at school, there is little or no need to attack the school or the normative system it represents (Elliot, 1966, p. 313).

The most influential theorists of the ends-means conflict school are Cloward and Ohlin who introduced their ideas in Delinquency and Opportunity in 1960. Whereas Cohen (1955) postulated that delinquency, as a lower-class phenomenon, was the result of status discontent--a clash of class values--Cloward and Ohlin's concepts of personal pressures of lower-class youths to deviance are ascribed to position discontent--a clash of limited legitimate and illegitimate opportunities of lower-class youths to achieve goals held in common by all classes. Their opportunity theory postulates the following relationships:

1. Middle class goals are endorsed by nearly all members of society, although some members of the lower-class do not anticipate success in achieving them.

2. In nearly every community there exists a system of legitimate means to achieve these goals; however, access to

these means is limited to some of the lower classes. Perceived disadvantage, whether the disadvantage is real or not, has the same effect as actual disadvantage.

3. A community may have a system of illegitimate means to achieve goals. If a community has both legitimate and illegitimate systems to achieve success, an individual has a choice of means.

4. If members of a community do not have access to illegitimate means to achieve goals, crime serves primarily as an act of rebellion rather than a means to achieve success.

5. If the legitimate and illegitimate systems are integrated, criminal gangs can be a training ground for individuals who may later assume occupational roles in crime. If the systems are not integrated, gang members may engage in undisciplined gang violence as members of conflict gangs.

These postulates identify three types of communities: those that have only a legitimate system and which are free of organized crime; those that have integrated legitimate and illegitimate systems and which are characterized by gangs that socialize their members into the criminal subculture; and those in which legitimate and illegitimate systems are unintegrated and which have gangs engaging in violent behavior.

Cloward and Ohlin's theory of differential opportunity systems (1960) and their explanation of the various modes of deviant behavior fit into the theory of different modes of

adjustment as postulated by Merton (1957), which are conformity, innovation, ritualism, retreatism, and rebellion.

The process described by Merton may be somewhat more characteristic of higher positions in the social structure where rule-oriented socialization is typical, while in the lower strata retreatism may tend more often to be the consequence of unsuccessful attempt at innovation (Cloward, 1959, p. 176).

In a school setting, dropping out is a form of retreatism.

Elliott and Voss (1974) modified and extended Cloward and Ohlin's theory to attempt to explain delinquency and dropping out among intellectually capable students, viewing the major barrier to the achievement of success goals by lower class youth as limited access to educational opportunities (Elliott and Voss, 1974, p. 17). They view delinquency and/or dropping out of school primarily as a response to school failure. If a student blames society for his failure, then he externalizes behavior in delinquent forms. If he blames himself for school failure then he may choose a retreatist response by dropping out of school.

The explanation of failure is a conditional variable in the relationship between the aspiration-opportunity disjunction and delinquent behavior. It explains why some lower-class youth experiencing or anticipating failure in their efforts to improve their status become alienated from conventional norms and adopt delinquent means while others do not (Elliott and Voss, 1974, p. 28).

Gold (1963) found no difference between delinquents and nondelinquents about future jobs and belief in the importance of education for future opportunities (Gold, 1963, pp. 154, 161), and found that both groups were matched to within ten points on

measured intelligence while delinquents had significantly lower grade point averages than nondelinquents prior to first police contact and more negative attitudes toward school (Gold, 1963, p. 163). The evidence suggests that school failure, especially when a youth wishes to succeed in school, contributes to delinquency.

Short (1964) has observed that the highest rates of police contact occur among boys who perceive educational opportunities as closed, which is consistent with the hypotheses of Cloward and Ohlin (1960) and of Elliott and Voss (1974).

5 c. The Psycho-Social Approach to deviance, which I view as a subset of interactionist theory, includes those theorists who believe that an individual's choice of response to either real or perceived limited opportunities to achieve goals is not adequately explained by an explanation of that individual's social interactions, but must include an explanation of his/her personality development (Blackham, 1965; Sullivan et al., 1957). Lichter's study concludes that "emotional problems were the major cause of the school difficulties and the resultant school-leaving. . . . The emotional problems of the drop-outs were severe" (Lichter, 1962, pp. 248-9). To understand behavior one cannot look to a single cause, since behavior is multi-determined. There is never a single cause behind a particular behavior deviation. The youth who deviates from the behavior norms of the larger group of which he/she is a part in his/her interactions

with a social control system acts as an individual within larger social units. Blackham (1967) states that,

Perhaps of primary importance (in understanding a child) is one's determination and understanding of a child's own conception of his capacities and limitations, his experiences, and himself as a person. . . . It is essential to examine the child's feelings toward his parents, siblings, peers, and teachers. . . . When his feelings in these relations are understood, the motivation for his behavior can be more readily explained (Blackham, 1967, p. 60).

However, an understanding of neither the personality components nor the situational components alone would explain juvenile deviancy. Rubenfeld (1965) and Hunt and Hardt (1965) propose a synthesis of a psychological (personality) and sociological (situational) approach.

Rubenfeld's psycho-social theory (1965) is based on Reckless' containment theory (1943), which means essentially, "that delinquency is behavior that violates norms and/or laws, and that violative behavior is ordinarily contained by two sets of forces, one inside the individual, the other environmental" (Rubenfeld, 1965, p. 8). A shared emphasis on internal and external forces which lead to juvenile deviancy would help explain why some youths with blocked access to legitimate means to achieve success do not become delinquents and why some youths with free access to legitimate means to achieve success do become delinquents. Some youths conform even under the most adverse conditions, and some youths deviate even under the most favorable conditions.

If it is acknowledged that some . . . adolescents reject delinquency (or are rejected by neighboring delinquents), then personal predisposition to deviance is as important in a deterministic scheme as are environmental factors: If personal pressures are absent, then situational variables may or may not be effective. In this sense personality factors do not just narrow the range of outcome; it would be more accurate to say that they may be logically prior and earlier steps (regarding sociocultural conditions found in adolescence) in a sequence of strategic determinants (Rubenfeld, 1965, p. 86).

Although Cloward and Ohlin (1960) do not directly attribute behavior to an individual's personality, neither do they preclude ego psychology and superego processes in the area of delinquency. Rubenfeld (1965) states that Cloward and Ohlin "indicate a whole progression of ego and superego factors--ideals and institutionalized rewards and punishments--in the illegitimate opportunity system" (Rubenfeld, 1965, p. 95). In discussing social conditions which give rise to retreatist reactions, such as drug use among adolescents, Cloward and Ohlin (1960) attribute two principle explanations: "1) continued failure to reach culturally approved goals by legitimate means, and 2) inability to employ illegitimate alternatives because of internalized prohibitions or socially structured barriers" (Cloward and Ohlin, 1960, pp. 180 & 181). They use Merton's term "internalized prohibitions" and interpret it to mean an individual's attitudes toward norms. "Retreatists call into question their own adequacy, locating blame for their dilemma in personal deficiencies. One way of resolving the intense anxiety and guilt which ensue is to withdraw, to retreat, to abandon the struggles" (Cloward

and Ohlin, 1960, p. 180). Rosenfeld (1965), in advocating a psycho-social theory of delinquency is not advocating that a study of an individual's personality components be based on a medical or psychiatric model, such as the social pathology explanation of deviancy. In discussing why social scientists are reluctant to fit certain psychological elements into their theories regarding delinquents, Rosenfeld says that one possibility for reluctance stems from:

the misleading nature of the distinction between 'normal' and 'pathological.' This distinction leads to the position that if an individual has experienced stressful socialization in any area, he should have clinically observable and definable symptoms; that is, he should be either neurotic, psychotic, or character-disordered in some way. Otherwise, he is normal; that is, not crucially different psychologically from anyone else who is integrated into another subgroup that is a part of the total social structure. This overlooks the point that where culture provides, the individual personality need not devise; symptomatic expression is obviated by cultural values serviceable to the individual's ego and by culturally patterned emphases on certain developmental levels and types of object relations. A tangential and misleading distinction in delinquency is that between health and disease; the crucial distinction, between the completion or failure of maturation, is maturation as defined in a general culture (Rosenfeld, 1965, pp. 156-157).

Hunt and Hardt (1965), in synthesizing personality and situational components of causes of delinquency, construct a theory of the socialization process in which differentiated behavior levels of both delinquents and non-delinquents are defined.

These developmental stages characterize the person's interpersonal orientation, and the major characteristics at a given stage deal with the 'conceptual work' occurring at that stage. This developmental theory emphasizes those aspects of socialization pertaining to learning about

oneself and about others, to the various forms the relation between self and others may take, and to structural organization (Hunt and Hardt, 1965, p. 21).

Optimal learning environments for each stage are offered, and are charted below.

TABLE 2
STAGE CHARACTERISTICS AND OPTIMAL ENVIRONMENTS⁶

STAGE	CHARACTERISTICS	OPTIMAL ENVIRONMENT
Sub I	Impulsive, poorly socialized, egocentric, inattentive	Accepting, but firm; clearly organized with minimum of alternatives
Stage I	Compliant, dependent on authority, concerned with rules	Encouraging independence within normative structure
Stage II	Independent, questioning, self-assertive	Allowing high autonomy with numerous alternatives and low normative pressure

Sullivan, Grant and Grant (1957) also developed a model based on a theory of interpersonal developmental levels of maturity which are delineated in terms of perceptual differentiation.

⁶From Hunt and Hardt (1965), p. 29.

The theory postulates that there are seven developmental levels of integration or interpersonal maturity. Level one describes a very low perception of one's place in the environment and one's relationship to others, while level seven describes a person with a high level of empathy; in this theory delinquent behavior is manifest at levels two, three and four only. Sullivan, Grant and Grant (1957) also offer optimal agent styles which are matched to the different levels of interpersonal maturity. Rehabilitation programs or intervention programs, then, could use Hunt's or Sullivan's models to match appropriate style to level of a youth's maturity.

There are sociologists who call for no intervention at all. However, deviance is functional in that it does serve to maintain the identity of social systems, so it is not likely that any social control system would abrogate this "necessary" function. As long as intervention is with us in the form of official reaction by social control systems, intervention could be with us in the form of planned action by "applied sociologists" who understand the processes by which one comes to be termed deviant. It could be argued that rehabilitative programs for so-called deviants (criminals, juvenile delinquents, the mentally ill) were instituted to reform deviant behavior. If, however, they are institutionalized within social control systems (prisons, mental hospitals, juvenile training schools, etc.), it is to the social systems' interest to maintain a category of socio-legally termed

deviants. Therefore, an intervention program would have to be relatively independent of social control systems in order to restructure or at least disrupt the social order by breaking the pattern by which people behave in such a way that social systems can label their behavior deviant.

A range of the major theories of social deviance has been presented in this chapter as an explanation of the foundation upon which the Teen Learning Center (TLC) was built. The concept of social deviance proposed in this study, as derived from some major sociological and psychological theories, is applied to an educational intervention program which is offered as an alternative program to disrupt the cycle of juvenile deviance. Such a program would, to a realistic extent, resolve the means-ends dilemma by increasing institutional means available to achieve culture-goals and would allow the individual to maintain self-identity while adjusting to social expectations. This psycho-social concept incorporates several interactionist theories of social deviance. The intervention model presented in this study is an educational program where juvenile delinquents who have been deprived of status by socio-legal censures can achieve an amount of status by attaining a self-defined goal which is valued by the larger social system. It is paradoxical that many present rehabilitation programs depend on their very existence by withholding status from their clients.

The sociologist Albert Cohen (1955) has written of how behavioral patterns can begin to be changed in an innovative setting which is not dependent upon the status-maintenance of its clients.

The paradox is resolved when the innovation is broached in such a manner as to elicit from others reactions suggesting their receptivity; and when, at the same time, the innovation occurs by increments so small, tentative and ambiguous as to permit the actor to retreat, if the signs be unfavorable, without having become identified with an unpopular position. Perhaps all social actions have, in addition to their instrumental, communicative and expressive functions, this quality of being exploratory gestures. For the actor with problems of adjustment which cannot be resolved within the frame of reference of the established culture, each response of the other to what the actor says and does is a clue to the directions in which change may proceed further in a way congenial to the other and to the direction in which change will lack social support. And if the probing gesture is motivated by tensions common to other participants it is likely to initiate a process of mutual exploration and joint elaboration of a new solution.

Status problems are problems of achieving respect in the eyes of one's fellows. Our ability to achieve status depends upon the criteria of status applied by our fellows, that is, the standards or norms they go by in evaluating people. These criteria are an aspect of their cultural frames of reference. If we lack the characteristics or capacities which give status in terms of these criteria, we are beset by one of the most typical and yet distressing of human problems of adjustment.

One solution is for individuals who share such problems to gravitate toward one another and jointly to establish new norms, new criteria of status which define as meritorious the characteristics they do possess, the kinds of conduct of which they are capable. It is clearly necessary for each participant, if the innovation is to solve his status problem, that these new criteria be shared with others, that the solution be a group and not a private solution (Cohen, 1955, pp. 210-211).

Yet the values which are institutionalized in the social system are also internalized in the personality system. Parsons and Bales (1960) state that the internalizations of personality and the values of society are not simply independent, but that they "interpenetrate."

These are not merely the 'same kind' of cultural values, they are literally the same values, looked at and analyzed in terms of different system-references. Neither of these system references (society, personality) is the 'right' or the 'real' system reference, both are equally real and stand on the same ontological level. This in essence is what Durkheim meant by his famous aphorism that 'society exists only within the minds of individuals' (Parsons and Bales, 1960, pp. 357-358).

Thus, the interactionist concept of social deviance which is espoused in this study includes not only the interactions between an individual and a social control agency (social interaction) but also the social and personal history of the individual (symbolic interaction).⁷ The educational program presented in this study attempts to intervene in the social interaction between a youth and a social system which results in the youth being termed a juvenile deviant. The program design also takes into account the interpersonal and personal history of the individual youth who becomes a student in the program.

⁷Hall and Waldo (1967) define symbolic interaction as behavior which is a product of the individual acting within a given life situation. The individual's definition of the situation is determined by his concepts of self and others which are, in turn, products of ascribed and achieved roles, experiences, and interaction (p. 232).

CHAPTER III

TEEN LEARNING CENTER: A MODEL EDUCATIONAL PROGRAM FOR TEENS LABELED AS DELINQUENTS, DROPOUTS, OR DISTURBED

Background, History, and Philosophy

Alternative Education and Labeled Juvenile Deviants

Educational alternatives to the public school system have existed since the birth of public education. They have provided options to a limited number of individuals and have been geared to a specific economic class (college preparatory schools) or to a particular religion (parochial schools). Over the last decade, however, alternative schools of a new sort have emerged.

These schools seem to come in two varieties, one based on Summerhilleian principles and serving largely middle and upper-middle class students who are turned off with the authoritarian, lockstep features of mainstream education; the other, based on the ideas of Kozol and Freire and Dennison and serving mostly poor kids--black, brown, and white--helping them to develop the skills and competencies they need to survive in an often hostile world. Both varieties of alternative schools offer learning environments quite different from mainstream schools. They place much more emphasis on affective development, provide more flexibility in curriculum and scheduling, de-emphasize competition, and foster more equitable, less paternalistic relationships between adults and students (Brunetti, 1974, p. 267).

Alternatives span a broad spectrum of interests and styles, "Schools without walls and open schools stress self-directed

learning and community-based experiences. Cultural and multi-cultural schools emphasize racial and ethnic studies. Community schools focus on student decision-making. Learning centers accent special interests and skills in areas like ecology, futuristics, or the performing arts" (Barr et al., 1972, p. 33).

Each type of alternative school, in fact each alternative school, has its own basic philosophy; however, from a practical viewpoint all nonpublic alternatives rest upon "the simple assumption that it's easier to start new schools than work with the old ones which proved so resistant to change" (Barr et al., 1972, p. 35). Although some non-public alternative schools have been geared to the potential dropout, few have been reported in the literature which are geared to the actual dropout or to the delinquent.

The most usual type of educational program for delinquents is the traditional model of rehabilitative programs operated by state agencies (training schools, state hospitals, etc.). These state agencies are part of the social systems which confirmed the youths as delinquents in the first place. Traditional intervention programs of rehabilitation are doomed to fail in eliminating social deviancy because their survival depends upon a "deviant" population to reform. The stability of the larger society of which social systems are a part depends on social systems to recognize and label deviant behavior to maintain

boundaries of behavioral norms. Official response which labels a youth as deviant can confirm a youth's conception of self as deviant and can perpetuate deviant behavior. Erik Erikson (1968) has stated the paradox well: "Society is so eager to confirm some youngsters as criminals and then to 'rehabilitate' them as ex-criminals" (p. 254).

There is a move in some states to remove some juvenile behavior and/or circumstances from the jurisdiction of the juvenile courts in an attempt to mitigate the negative effects of labeling. In Massachusetts, the removal of "status offenses"⁸ from the jurisdiction of the juvenile courts and the creation of the CHINS law⁹ are examples of this type of intervention. These

⁸"Status offenses" are acts committed by children (truancy, running away, consensual sexual behavior, smoking, drinking, curfew violation, disobeying authority, ungovernability, waywardness, etc.) which would not be considered crimes if committed by adults but which subject children to the jurisdiction of the juvenile court. The Board of Directors of the National Council on Crime and Delinquency has recently (April 1975) advocated the removal of "status offenses" from the jurisdiction of the juvenile court on a national level.

⁹Children in Need of Services (CHINS) law, enacted in 1974 in Massachusetts, recognized that juvenile offenders needed social services not punishment. As of this time, however, the Massachusetts state legislature has not appropriated funds to operate the special services needed. Thus the CHINS law is inoperative.

types of intervention measures have not been enacted long enough to determine their real effectiveness.

Youths who are known as delinquents, drop-outs, or disruptive students have generally known repeated failures in school. Failures on top of failures create a cycle of self-fulfilling prophecy; however,

. . . educational changes designed to decrease academic failure will not suffice by themselves to substantially reduce delinquency rates. For failure will continue or reappear; perceived irrelevance of education will remain; and therefore delinquency will persist or appear unless the high school career is made more meaningful for all youth—so it is seen as having a purpose, a connection with the future, a clear payoff (Schafer and Polk, 1967, p. 246).

The Teen Learning Center (TLC) is a non-public alternative school designed for high school dropouts, adjudicated delinquents, and adolescents with special educational needs. The program is designed to reduce or eliminate academic failure because each student sets a personal goal and then proceeds at his/her own rate to achieve the goal. The goal, in most cases, is to pass the five components of the high school equivalency examinations to receive a GED (General Education Diploma). Aiming to accomplish this goal provides a purpose, a connection to the future and a clear payoff.

University of Massachusetts and Labeled Juvenile Deviants

In January 1972, a month-long conference was held at the University of Massachusetts, Amherst campus, which was attended

by Department of Youth Services (DYS) administrators and youth workers, University of Massachusetts graduate and undergraduate students, and approximately one hundred youths committed to the care of DHS from state training schools which were closed by the calling of this conference. This conference, also called the JOE II conference, formalized the University's involvement in the area of juvenile justice. Since that time, four component programs have evolved to become the University of Massachusetts Juvenile Justice Program for DHS youths.

1. Advocates for the Development of Human Potential (Advocate) program, founded in September 1972, is a residential program by which DHS youths live with graduate students and their families.

2. Massachusetts Association for the Re-integration of Youth (MARY) program, founded in September 1972, is a residential program by which DHS youths live with undergraduate students in a University dormitory.

3. Juvenile Opportunities Extension (JOE) program, founded in July 1971, is a non-residential delinquency prevention program in which University undergraduates spend up to twenty hours a

week working with court-referred¹⁰ or court-committed¹¹ DYS youths in their local communities.

4. The Teen Learning Center (TLC) program, founded in February 1973, is a non-residential educational program designed for DYS court-referred and court-committed youths and for youths from local communities who have dropped out of school or who have been labeled by local school districts as students with special needs (educational, social, psychological, learning disabilities, etc.).

TLC Pilot Program, February to June 1973. The idea for the program originated with Ms. Diane Olson, a staff member of Westfield Detention Center who came to the University of Massachusetts School of Education as a doctoral student and as one of the first advocates (foster parents) in the University of Massachusetts Advocate program. She was encouraged by a newly

¹⁰A court referred youth is a youth whom the juvenile court has referred to the Department of Youth Services for needed services without a court adjudication of delinquency (Powers, 1973, p. 259). The youth is responsible to the juvenile court through a court-appointed probation officer.

¹¹A court-committed youth is a delinquent youth whom the juvenile court has committed to a state-wide youth authority (DYS), which will then determine the place and length of placement. Once the juvenile court has committed the juvenile to a state youth authority, the authority of the court over the juvenile is ended (Kerper, 1972, p. 399).

appointed School of Education faculty member, Dr. Larry L. Dye (the originator of the MARY and JOE and Advocate programs), to begin a pilot educational program for youths in the MARY and Advocate programs, and he helped her obtain two rooms from the University to begin the program, which was named the Teen Learning Center. Their first move was to recruit graduate and undergraduate students to design and implement the program. In February 1973, I was introduced to Ms. Olson, the founder of the program by Professor Dye, and began as a volunteer to coordinate a tutorial program and to design a social studies curriculum.

During the spring term 1973, the TLC had some scheduled classes and tutorials but more aptly would be termed a student drop-in center. At that time the program had no funding and no financial resources. The founder's assistantship (\$3,600 for the academic year) was for her participation in the Advocate program as an advocate (foster parent) and not as the founder of an educational program. The volunteers of the pilot program were enthusiastic for the first few months, but enthusiasm began to dim when it became evident how much work and effort was involved in establishing a functioning educational program for youths with negative school experiences, i.e., youths who either had dropped out of school before their court experiences, who had been forced out of their local school by court placement in a DYS program, who had failed repeatedly in school, or who had been disruptive in class and treated as problem students.

By late spring 1973, very few volunteers remained with the program, and it became evident that a functioning program would have to depend on a stable core staff and a group of part-time tutors.

First Academic Year, 1973-1974. Over the summer of 1973, the founder and I planned for the coming school year, and by September 1973, we began the term as program director and academic co-director, respectively. The TLC became a school at that time. Space was rented from the town of Amherst in a former elementary school; the core staff consisted of the two program administrators, six graduate and undergraduate student teachers or interns, and another six part-time teachers and tutors. All the staff received University credit for their work, from three to fifteen credits. At the end of the first academic year (June 1974) the school had received approval for certification by the school committee of the town of Amherst as a private school (see Appendix A for certification applications and approvals).

Second Academic Year, 1974-1975. The 1974-1975 school year began with me as program director and Ms. Olson as out-reach coordinator on a part-time basis. In September 1974, the Commonwealth of Massachusetts legislation, known as Chapter 766,¹²

¹²The Massachusetts comprehensive special education law, known as Chapter 766, effective in September 1974, provides a state-wide process for identifying and evaluating special needs of youths aged 3 to 21. It guarantees children with special needs --whether educational, physical, or social--an educational program responsive to those needs.

was to be in effect. One role of the out-reach coordinator was to apply for state approval for the TLC to be a placement site for students with special educational needs. By the end of November 1974, the TLC had received approval from the Massachusetts Department of Special Education as a placement for students with special needs (see Appendix B for Chapter 766 certification applications and approvals).

Third Academic Year, 1975-1976. The 1975-1976 school year began with six of the previous eight staff members and many of the same students as in the previous year. The program retained its connection to the University of Massachusetts although the handling of program financial matters was transferred from the Recognized Student Organizations (R.S.O.) Offices to the School of Education Business Office. The program continued to grow and develop to try to realize the philosophical beliefs upon which it was built.

Philosophy

In December of 1974, as director of the TLC, I prepared a philosophical statement of the TLC which was ratified by the staff and students. It was an explicit statement of implicit beliefs held by the designers and implementers of the TLC program. It is an expression of commonly held beliefs, and was presented to a Juvenile Justice Program workshop in December 1974 as a

statement of the TLC program philosophy. It is as follows:

We are all learners. We learn whenever we relate, ingest, and apply any new bit of knowledge or new experience to our lives with an adaptation suited to our previous experiences. Although learning takes place all the time and with all people, the schools are formally charged with the task of educating our young. Much learning occurs in schools. Ironically, the learning that educators plan to effect in their long range and immediate educational goals is not often the most significant learning occurring in the school. Yet many gifted educators continue to expend much time and energy planning curricula which offer little help to a youth seeking skills needed to survive in our society.

The premise of the Teen Learning Center is that anyone will learn and can learn any skill that he or she sees to be necessary to accomplish a self-defined goal. Thus, students are encouraged to examine their life-- who they are, where they want to go, what they want to do, and how to begin to get there.

Such introspection and stirrings to action can, of course, occur in any non-threatening environment in which the learner is encouraged to think and ask questions. In many instances, however, a youth who has known consistent failure in school starts to see the school as a hostile and threatening place to be. And to a student who is labeled by the schools as disruptive or a slow learner or by the courts as a juvenile delinquent, the schools may well be a hostile place in which to be.

The Teen Learning Center is a school which is designed to be a non-threatening learning environment where a youth can begin to accomplish goals he or she has set by exploring a variety of options. The goals may be academic--to get a high school equivalency diploma; or professional--to get a job; or personal--to pursue a special interest. The objective of the school is to offer learning opportunities to youths who have not been able to function to their ability in a public school setting so that they might begin to understand and realize their potential. The philosophical foundation of the objective is the belief that men and women can reach their potential when they themselves--no others or institutions--shape the form and set the direction that self-realization takes.

Goals

A goals analysis of the Teen Learning Center staff and students was begun in October 1973, and continued throughout the first academic year. In December 1974, the process was reactivated and during January 1975 half of every TLC day was devoted to program development workshops. In June 1975, the goals chart was updated; the seven page chart in Appendix C lists TLC program objectives, TLC student behavioral objectives, resources needed to enact objectives, action steps to reach objectives, and expected outcomes or evaluation techniques.

The six major program goals are, 1) to provide learning options for youths to experience self-growth; 2) to understand that we are all learners who can define who we want to become; 3) to offer a structured yet non-threatening program where youths can take the time to explore what they want to do now and in the future; 4) to offer skill training in academic areas in preparation for high school equivalency exams; 5) to offer learning experiences in interest areas, whether academic or non-academic; and 6) to offer opportunities to explore the relationship between skills and the underlying concepts upon which growth is based.

Program Design

The program is fully described in Appendices A and B. Each semester the list of classes and tutorials offered reflects students' interests and needs. A variety of classes in academic areas is offered; tutorials in academic and non-academic areas can usually be arranged. A student's schedule includes a class, tutorial, or independent study in a language arts area and in a mathematics area. (See Appendix D for an explanation to students of the program.)

The program is designed so that a student interacts in a variety of settings—one-to-one in a tutorial; with other students in a class (classes usually average about five students); in a small task-planning/support group (called a back-up group); and in large group meetings held twice a week.

School policy is set at large group meetings at which students and staff vote. When a student becomes a member of the school, he/she signs an admissions contract (see p. 228 of Appendix B). Violation of the terms of the contract are handled at large group meetings.

There are three back-up groups of two staff members and from six to ten students each. A youth's back-up group leader interacts with the student in a variety of ways, usually his/her chief academic advisor and often as an informal counselor. A student is not assigned to a group but chooses which group

he/she feels most comfortable with. A back-up group leader interacts with a youth's parent, guardian, or advocate, and a back-up group leader keeps records of each student including test scores, class schedules, attendance records, progress reports, and class and tutorial learning contracts.

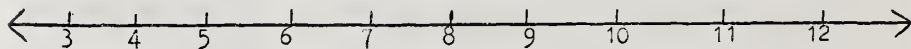
Although the program was initially designed for youths in the campus-based residential programs for DYS youths (MARY and Advocate programs), it was always an original intention not to restrict the student population to DYS youngsters, a limitation which we felt would contribute to the negative effects of labeling by creating a school for "delinquents." Thus, in September 1973 we accepted youths from local communities who had either dropped out of school or who were referred by their school counselors to the TLC. At this time, we received no tuition for either DYS or non-DYS students. Since that time, we have maintained a balance of DYS youths, non-court related dropouts, and students who are referred to us by their schools via Chapter 766.

Our population poses special design problems. Many of our teens have been out of school for a long time, most have been in court, many have spent time in detention centers. Most have rather fractured family ties, and bad, if not disastrous, interactions with their home communities. Most have hardened negative views. They reject formal schooling, adult institutions in general, and any value which they perceive as irrelevant to them, which often means any value they perceive that their parents might

hold. In addition to the outward negativism, many of the teens arrive with very little self-respect. Many have had serious learning difficulties, usually with reading, and most have had a long history of what they consider "failures." On the positive side, most of our teens are very independent and stubborn; this can work for them and for us if they are motivated to accomplish a goal.

The educational opportunity which the TLC provides to a youth is a means to acquire a high school diploma. From the beginning of the program, the emphasis has been on cognitive skill improvement--remedial work for the student almost ready to pass the GED exams and basic training for the student several years below grade level.

The California Tests of Adult Basic Education (TABE) entry tests place a youth's reading, math, and grammar skills on a grade level continuum:



From a youth's placement on the scale, teachers and tutors can devise appropriate learning experiences to raise a youth's skill levels.

From the beginning, the emphasis on cognitive skill advancement has been an explicit one, and affective skill training has been an implicit emphasis. Although expressly stated in the

over-all program goals, affective or process goals, such as values clarification, goals analysis, increased self awareness, etc., were not included in specific workshops or discussion groups. Rather, the original design of the program incorporated affective skill development either into classes or tutorials, or into school group meetings, such as back-up groups or large group meetings. More importantly, the design relied on affective skill development occurring as a result of close student-staff relationships where a student might begin to trust a tutor or teacher enough to take the risk to discuss personal feelings, hopes, and fears.

The program was designed to emphasize academic skill training, GED preparation, and career/vocational counseling. The curriculum centered on cognitive skills, such as reading, grammar, writing, math, social studies, science, and literature. The rationale for this design was that almost every student who entered the TLC had a stated goal and specific academic needs. The program was an opportunity for a youth to improve academic skills enough to accomplish his/her goal.

Curriculum

Each semester the list of curricular offerings has varied slightly to reflect the needs and interests of the students. However, classes and tutorials generally fall within the areas of language arts, mathematics, social studies, science, and GED prep

classes. Table 3 indicates the class offerings for the spring 1976 term. A student may also choose a tutorial offering or an independent study in any area. If a core staff member cannot teach a requested subject, teachers and tutors are recruited from the University community.

Because so many of our students have difficulty in the language arts areas of reading and writing, each teacher and tutor, no matter what the subject, is expected to incorporate skill training in the language arts area in every lesson.

Evaluation

When a student first enters the program, he/she is tested in a series of skill areas within the three general areas of reading, language arts, and mathematics. Grade levels are charted on a profile sheet to explain to each student his/her strong and weak areas. Periodically a student is re-tested. The tests used are the California Tests of Adult Basic Education (TABE). From the results of the initial testing, a student and his/her back-up group leader can design the student's academic schedule.

TLC Classes and tutorials are not graded. Evaluation is conducted, however, by learning contracts which a student makes with a teacher or tutor. Learning objectives are stated by student and teacher at the outset and evaluated by student and teacher at the end of each term. These learning contracts become part of a student's permanent files and are entered on

Table 3. TEEN LEARNING CENTER CLASS SCHEDULE, SPRING 1976

CIRCLE 1976

DATE: _____

NAME: _____

B/T GROUP: _____

TIMES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00	Staff Meeting				
9:45	Break	Break	Break	Break	Break
10:00	←	LANGUAGE ARTS CLASSIS	CORE STAFF		→
10:45	Break	Break	Break	Break	Break
11:00	B/T Group	Basic Math & Tutorials	Basic Math & Tutorials	Basic Math & Tutorials	B/T Group
11:45	Large Group Meetings				Large Group Meetings
12:00	Analytical Geom. & Typing	Soc. Studies & Creative Writing	Social Studies & Creative Writing	Social Studies & Creative Writing	Analytical Geom. & Typing
12:45	Break	Break	Break	Break	Break
1:00	Career Education	G.E.D. Prep. & Science	G.E.D. Prep. & Science	G.E.D. Prep. & Science	Career Educa.
1:45	Break	Break	Break	Break	Break
2:00	Break	Creative Art	Creative Art	Creative Art	
2:45					

his/her cumulative records (see Appendix E for samples of class and tutorial learning contracts).

Funding

During the pilot program, the program had no funding whatsoever. The program began its first full year of operation in September 1973 with a \$3,600 assistantship for me as academic co-director and the rent for school space (\$2,500) paid by the Advocate program.

In April 1974, the TLC agreed to provide educational services for five DYS youths from Westfield Detention Center on a purchase-of-service basis. A staff member of Westfield Detention Center had to drive the youths to Amherst and wait for them to complete their classes and tutorials. Never more than three students came on any one day, and the youths did not attend on a consistent basis. Soon, the initial agreement was expanded to include payment for DYS youths who were not in University of Massachusetts DYS residential programs, but who were in DYS foster care placements in the area or who were living at home.

Beginning September 1974 our limited DYS contract was expanded to include ten full-time student slots and ten half-time student slots for any DYS youth, no matter what his/her placement was. Thus, as of September 1974, the TLC could begin to bill for DYS youngsters who were in the MARY and Advocate

programs. During academic year 1974-75 the TLC, MARY, and Advocate programs each paid one-third of the \$3,750 rent paid to the town of Amherst for the school space; otherwise, the TLC had become a self-supporting program. Furthermore, as of November 1974 tuition was also being paid by several local school districts for students placed at the school through Chapter 766. The TLC continued to serve youngsters who, for various reasons, could not be funded by any agency; this was done to ensure a balance of DYS youth with non-DYS youth.

School year 1975-76 began on bright prospects. The DYS proposal for academic year 1975-76, submitted in February 1975 (see Appendix F), was accepted as written, that is, for thirteen full-time student slots and thirteen half-time student slots. During the fall 1975 term, six of our students were being paid for through Chapter 766.

Unexpectedly, in January 1976 the DYS contract was cut by six full- and six part-time slots by the Springfield regional office of DYS, as a result of state-wide budget cuts. The rationale given by DYS was that Chapter 766 should be paying for special educational needs of all youths, including those committed or referred to DYS. Thus, the school's financial security will more and more depend upon the utilization of Chapter 766 by local school districts to provide for educational needs of students who have been ignored or, at best, minimally attended to.

The purpose of the school is not to become institutionalized, but rather to provide educational services to youths who have not received adequate services by other means. If each school district could and would provide educational services for its own youth--those labeled delinquent, disturbed, or dropouts--then there would be no need for a school such as the Teen Learning Center. Measuring the effectiveness of the TLC in providing educational services to its population is the purpose of this study; the success of the TLC, in the long run, will be the extent to which it becomes unnecessary to exist at all since local school districts will, it is hoped, develop a variety of learning options within their own systems for all their students.

Staffing

The TLC was begun by University graduate and undergraduate students, and continues to rely on them to a large extent. At first, students were unpaid volunteers; then one University assistantship was offered; later staff positions were funded by DYS and Chapter 766 contracts. However, from the beginning the program has relied on University students as full- and part-time instructional staff, and the TLC has been a teaching site for student teachers and student interns on the graduate and undergraduate level. Part-time tutors and teachers for six semesters have received University credits for practicum work in teaching troubled teens offered by me as program

director and sponsored by Dr. Larry L. Dye as faculty advisor. An undergraduate methods course for teaching troubled adolescents was also offered for three semesters.

Five of the six full-time paid staff members began as full-time student teachers, interns, or volunteers. Job role descriptions were delimited by staff members themselves and have been updated and revised twice a year since the summer of 1974 (see Appendix G for TLC staff job role descriptions).

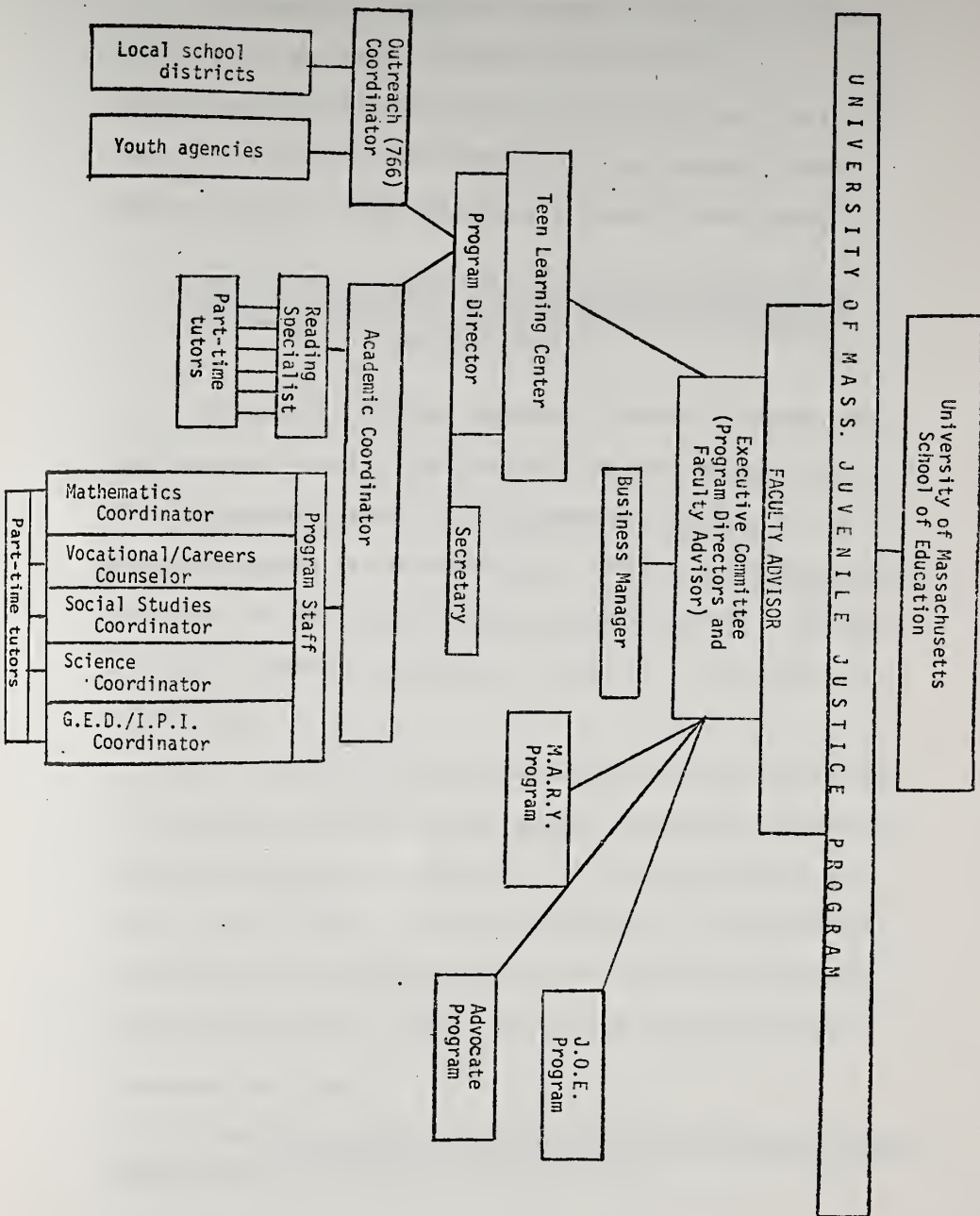
Administration

Table 4 depicts the organizational chart of the TLC as a Juvenile Justice Program of the University of Massachusetts School of Education. The staff of the TLC is responsible to the Program Director, and the Program Director is responsible to the Program Advisor (Mr. Bailey W. Jackson III became Program Advisor of the Juvenile Justice Program in September 1974).

Within the TLC, decision-making is a process shared by students and staff. Although suggestions for changes often originate with staff members, school policy is not enacted unless voted on by the school community at large group meetings.

The Juvenile Justice Program Business Manager is responsible for conducting financial transactions, maintaining accurate records, and monitoring fiscal spending, but is not responsible for making program decisions on how money is to be spent.

Table 4. JUVENILE JUSTICE PROGRAM ORGANIZATION CHART



The Executive Committee, composed of the four Program Directors and the Juvenile Justice Program Advisor, is a decision-making body which monitors the activities of the component programs of the Juvenile Justice Program to see whether they are accomplishing the programs' stated goals.

Comparison of TLC Program with Program Recommended by
The President's Task Force on Juvenile Delinquency
and Youth Crime¹³

To provide a broader framework in which to present the Teen Learning Center, a contrast will be made between the educational program offered to delinquents and dropouts at the TLC and the comprehensive recommendations offered by the President's Task Force on Juvenile Delinquency and Youth Crime to make the schools an effective institutional force in the prevention of delinquency.

The President's Task Force offers twenty recommendations of comprehensive educational changes to increase the capability of the school systems to change to meet present needs of individuals and of society. The basic position of the Task Force is that "juvenile delinquency has its roots in the fundamental failure of the school to adapt to outside changes and that so

¹³See The President's Commission on Law Enforcement and the Administration of Justice, 1967, pp. 260-277.

long as that failure persists, delinquency, as well as other school-related problems will persist" (p. 15).

The position taken in offering the Teen Learning Center as an educational model to break the cycle of delinquency is modified somewhat from the position of The Task Force. It is agreed that schools have failed to adapt to social changes, and unless reformed, will persist in contributing to delinquent patterns; however, for a variety of reasons beyond the scope of this discussion, schools will not or cannot readily change. The effects of changes in the public school system would, of course, be tremendously more inclusive than those of a small non-public school. Yet a non-public school that has incorporated some or most of the Task Force recommendations into its design could be a model program in which to begin to test results of effectiveness of these recommendations. With this introduction, each recommendation will be presented, followed by an explanation of how the TLC is implementing the recommendation.

TASK FORCE RECOMMENDATION

1. Fostering Belief in Educability of all Pupils

TEEN LEARNING CENTER IMPLEMENTATION

1. The Program is designed around the philosophy that all students can learn and can develop into productive adults. Individualized programs of instruction are designed around a student's needs and interest areas. A variety of teaching methods is used (tutorial, classes, independent

study, peer teaching); any method that works can be used. Teacher creativity is encouraged to begin creative processes in students. Students with low academic skills but high skill levels in interest areas are encouraged to teach their skill to others. By these methods the school practices the belief that we are all learners, we are all teachers.

TASK FORCE RECOMMENDATION

2. Development of Relevant Instruction

TEEN LEARNING CENTER IMPLEMENTATION

2. The curriculum centers around both skill needs and interest areas. Language arts skills are incorporated into all offerings. Each student chooses course offerings, tutorials, etc., as well as content area. If a student has a particular and deep interest, such as music, we evolve skill areas around this, i.e., mathematical skills to compose and transpose music, writing skills to write lyrics, reading skills to read books in the area, etc. Because our pool of resources includes the University, we can try to offer almost any subject a student wants to learn about. Teachers and tutors are encouraged to devise their own curricular materials. There are experienced teachers on the staff who are resource persons for new tutors and teachers; however, new teachers often devise innovative and creative materials.

TASK FORCE RECOMMENDATION

3. Development of Appropriate Teaching Methods

TEEN LEARNING CENTER IMPLEMENTATION

3. As noted, teaching methods include class groups, tutorials, independent study, and peer teaching. The staff participates in a weekly methods class/support group in which different approaches are discussed, as are philosophies of education, teaching strategies, educational alternatives, special needs of our students, etc. This is not a traditional methods class in the sense that we discuss problems in a general way. Although this is a University class, it is open only to Teen Learning Center staff members. Examples used are concrete ones; methods discussed are those which we can experiment with and evaluate. This class also functions as a support group in that staff members can share experiences, feelings, anxieties, successes, which are encountered daily on the job.

TASK FORCE RECOMMENDATION

4. Use of Flexible Grouping

TEEN LEARNING CENTER IMPLEMENTATION

4. One word to describe the Teen Learning Center is flexible. Students progress at their own rate. They are initially tested, when admitted, to determine skill strengths and weaknesses, and learning experiences are individualized around a student's skill levels. Many students who have known repeated failures in classes prefer to return to

school taking only tutorials. Skills can increase rapidly in a tutorial where a close bond develops between tutor and tutee. However, we encourage participation in at least one class so that students learn to relate and grow in different sized groups. School community meetings are held twice a week at which school policy is proposed and voted upon. It is an aim of the school that students participate in various groupings of from two people to thirty.

TASK FORCE RECOMMENDATION

5. Continuing Re-education
of Teachers

TEEN LEARNING CENTER IMPLEMENTATION

5. Most of the school staff are University students; the administrative staff are graduate students. Student teachers from the University become key staff members of the program. Because teachers are encouraged to try any method that will work and to use any material that fits their objective, teachers are self-motivated to study what has been done in the field and to devise new methods and materials.

TASK FORCE RECOMMENDATION

6. Utilizing and Expand-
ing Buildings, Facilities,
and Equipment

TEEN LEARNING CENTER IMPLEMENTATION

6. The Teen Learning Center rents its own facility in a town-owned school building. The program also is affiliated with the School of Education, University of Massachusetts. As a University-based program, it

has access to University resources--people, space, materials, buildings, facilities, etc. In addition, the program has received Title II ESEA funds for a library grant with which to purchase texts, paperbacks, films, movies, records, and learning kits to expand the program's own resources.

TASK FORCE RECOMMENDATION

7. Creating Diversity Within Student Bodies

TEEN LEARNING CENTER IMPLEMENTATION

7. Although the Teen Learning Center was originally designed to provide educational services for DYS youths who were based in University of Massachusetts residential DYS programs, it was the original intent of those who began the program to open up the program to non-DYS youth. Initially, the program was opened to any DYS youth who applied and to local youths who had dropped out of school. During the first year the ratio of DYS to non-DYS youths was 1:1. This diversity within the student body broke down the labeling effect. Of the first group of graduates half were DYS youths and half were not. During the second year of operation, there were more DYS students than non-DYS; however, the ratio has again become balanced since the implementation of Chapter 766.

TASK FORCE RECOMMENDATION

8. Alternative CareerRoutes

TEEN LEARNING CENTER IMPLEMENTATION

8. Originally the aim was to offer the additional learning option of work-study. Because there were no resources to offer a student any payment and because most student were not willing to work for no pay, the original plan of receiving "credit" for work was not feasible. The TLC does not have the resources to offer vocational training but does have a careers exploration course which has had limited success.

Work-study has been most successful on the staff level. With only two funded positions during the first year of operation, it was imperative to search for alternate ways to staff the program. During the first two semesters there were six full-time student teachers or interns. Six other undergraduates comprised the part-time staff. All these staff members received University credit for their work at the Teen Learning Center. This alternative to the traditional concept of work-study enabled the program to survive during its first year, and continues to enable the program to have a 2:1 student staff ratio (including full- and part-time staff).

TASK FORCE RECOMMENDATION

9. Occupational Placement
and Follow-up Offices

TEEN LEARNING IMPLEMENTATION

9. One of the staff members of the TLC is a vocational and careers counselor. She has expanded her role to be an employment counselor and helper to students who are looking for jobs. She has tried to incorporate part-time jobs with students' interests so they might move into full-time positions when they graduate. Because the TLC is located in a college community, high school students have great difficulty finding jobs. Thus efforts to help students find jobs have not succeeded for most of the students who want jobs.

Follow-up on our graduates has been informal. A more organized method of follow-up has not yet been devised. With the number of graduates increasing, a more formal follow-up procedure will have to be developed.

TASK FORCE RECOMMENDATION

10. Increased Accessibility
to Higher Education

TEEN LEARNING CENTER IMPLEMENTATION

10. Staff members from the program have visited admissions officers of the University of Massachusetts and of nearby community colleges to explain the program. We do not have grades, so staff and student evaluations of class and tutorial learning contracts are included in a student's transcript portfolio. In every instance, admissions officers have been receptive to TLC program goals and have

encouraged TLC graduates to apply to their programs.

The TLC is a small program operating in a locale which is fairly mined with institutions of higher education. Youths who have had blocked opportunity paths in their previous school careers have access to college now.

TASK FORCE RECOMMENDATION

11. Educational Planning and
Decision Making

TEEN LEARNING CENTER IMPLEMENTATION

11. Because each youth can request a course offering or a tutorial in any area, students have a major say in curriculum planning. In fact, we encourage students to request courses and tutorials in whatever their interest areas might be. We try any means to have our students become excited about learning. They come with negative expectations about school and teachers based upon their past experiences, and it is our aim to break the negative response set. To break down status distinctions between student and staff, school decisions are made at community meetings where each person has one vote. Several times the students have wanted staff to make decisions unilaterally; usually the staff rejects such pressures because they consciously want students to feel powerful and to participate in decision-making.

TASK FORCE RECOMMENDATION

12. Exercise of Authority

TEEN LEARNING CENTER IMPLEMENTATION

12. During the first year of operation there was a committee of three students and two

staff members who handled breaking of contracts. During the next academic year (1974-75) the committee which handled breaking of contracts consisted of the academic co-director, the youth who broke the contract, and the youth's back-up group leader. In the third year of operation (1975-76), since there has been a gradual decline in the number of incidents which require disciplinary action, it was voted upon to bring violators of the school contract before the large group for a first offense.

TASK FORCE RECOMMENDATION

13. Participation in Extra-curricular Activities

TEEN LEARNING CENTER IMPLEMENTATION

13. To the extent of our resources we have offered the following activities as a way for students to participate in extracurricular activities of the program--softball and volleyball games, leathercrafts, silver-smithing, candlemaking, plant propagation, livestock care, horseback riding, trips to theaters and museums, overnight camping trips, picnics, fishing trips, hiking, chess, pingpong tournaments, and school fund-raising projects. In December 1975, students and staff produced an original play and invited guests to the performances.

TASK FORCE RECOMMENDATION

14. Participation in Instructional process

TEEN LEARNING CENTER IMPLEMENTATION

14. To a limited extent we have tried youths tutoring youths with successful outcomes. In fall 1975, the algebra class conducted a pilot project which

involved an advanced student teaching another student basic algebraic concepts. If a student has a skill in an interest or hobby area, he/she is encouraged to offer a class or workshop to the school membership.

TASK FORCE RECOMMENDATION

15. Instruction About Law
and Order

TEEN LEARNING CENTER IMPLEMENTATION 15. The social studies offerings have included either a class on the juvenile justice system or a unit within a social studies curriculum.

TASK FORCE RECOMMENDATION

16. Elimination of Exclusion-
Oriented Responses

TEEN LEARNING CENTER IMPLEMENTATION 16. The fact that the Teen Learning Center exists as an alternative to students who have been labeled disruptive, disturbed or delinquent reduces some of the labeling effects inherent in institutionalized systems. Our students bring no official cumulative records with them. Although they do bring with them their own private and public identities as deviants, we try to develop trust enough for them to understand that acceptance or rejection of them is based on who they are now. We try to clearly delineate behavioral expectations (signed admissions contracts name these expectations). Our range of acceptable behavior is much broader than most other institutions our students have been acquainted with. After initial testing periods most students understand the boundaries

and adhere to them.

TASK FORCE RECOMMENDATION

17. Development of Positive Responses

TEEN LEARNING CENTER IMPLEMENTATION 17. Many of our students come to the school with a stated educational goal, such as working to achieve a high school equivalency diploma. Goal setting is encouraged, as is a plan to achieve goals. Staff attitudes and commitment play a key role in developing positive responses. Genuine interest and caring by staff members is apt to evoke genuine positive responses by students.

TASK FORCE RECOMMENDATION

18. Re-Integration of Dropouts

TEEN LEARNING CENTER IMPLEMENTATION 18. The school is designed to reintegrate youths into an educational program, even if the program is initially based totally around an interest area such as playing the guitar, arts, crafts, cars, motorcycles, etc. While pursuing these interest areas, a youth often discovers that the access route to accomplishing educational goals is not as blocked as he/she may have thought. At this point student commitment to academic goals may begin.

TASK FORCE RECOMMENDATION

19. Coordination of Professional Perspectives

TEEN LEARNING CENTER IMPLEMENTATION 19. In almost every case, the Teen Learning Center maintains contact with the youth's

foster parents, advocates, parents, program counselor, referent school counselor, or family counselor to coordinate services to the youth. There are weekly conferences with some counselors and monthly reports to others, as well as more intensive and on-going communication when a situation warrants.

TASK FORCE RECOMMENDATION

20. Expansion of Current
Counseling and Special
Service Resources & Programs

TEEN LEARNING CENTER IMPLEMENTATION 20. A goal of our program is to know and effectively use supportive resources and community programs. Some of our students have been classified as students with special educational needs under Chapter 766. A child whose educational needs have not been met often has other important and more basic needs to be met, such as physiological needs, safety needs, belonging and love needs, and esteem needs. The TLC has access to both community resources and Juvenile Justice Program resources to see that basic and important needs of youth are met. Youths referred to the TLC from local school districts via Chapter 766 have access to their school district counselors and, in one case, the TLC staff requested that a youth and his family begin family counseling.

The Teen Learning Center was initiated to provide alternatives to the actual problems of limited opportunities to achieve goals, effects of labeling, altered self concept, and values

conflicts that labeled delinquents and dropouts have encountered in a traditional school. The Teen Learning Center offers no panacea for a youth's problems, but it does begin to open opportunities to achieve ends. It provides culturally approved means to achieve goals which are set by the youth him/herself, which reflect, to a great extent, the larger society's goals. By offering options to achieve goals, this educational program is intervening in the cyclical and predetermined processes by which a youth responds in a culturally unacceptable way to society's reaction to his negative behavior. With increased and accessible options, a youth could choose to respond in a way acceptable to both the youth and to society.

CHAPTER IV
DESIGN OF THE RESEARCH

Type of Design

The Teen Learning Center initially was founded in response to a need of DYS youths living in the University of Massachusetts Juvenile Justice Program's residential components-- the Advocate and MARY programs. After a TLC pilot program of four months the design was extended to include non-DYS youths, especially those who had dropped out of school. Founding the TLC was an attempt to develop a new approach to solve a problem with direct application to a particular population. In addition, the research presented herein attempts to measure relationships among several variables which affect a youth's success in accomplishing an educational goal. As such, it fits the characteristics of action research with a correlational design.

Because the TLC was built on the theoretical concept that juvenile deviants, particularly delinquents, were prevented from completing high school, even when they wanted a high school diploma, the design testing the effectiveness of the TLC program is really testing the theory upon which it was built, namely, the

blocked opportunities theory of Cloward and Ohlin (1960). Limited access or blocked opportunity to accomplish a socially valued goal could perpetuate norm-violating behavior, such as withdrawal (dropping out of school), rebellion (deviating behavior resulting in delinquency), or aggression (disturbed behavior).

In order to test Cloward and Ohlin's theory, and in order to further define the etiology of juvenile deviancy, several personality theories of deviant behavior were introduced. The personality trait of motivation to achieve an educational goal is the personality factor being introduced to differentiate among students who have newly acquired access to a program, the Teen Learning Center, where they could accomplish an educational goal.

The independent variable is membership in the Teen Learning Center, which was tested for relationship to the dependent or outcome variables of success in achieving an educational goal, specified by passing the GED examinations, increasing skill level performance on the Adult Basic Education tests (TABE), enrolling in college, or obtaining a job after graduation. The intervening variable studied was the degree of educational goal-directedness (motivation to achieve an educational goal) of students in the program.

Statement of Hypotheses

1. Youths with a history of juvenile deviancy who have not been able to function in a public school setting will succeed in achieving an educational goal if an opportunity is offered to them to attend a school designed for them.

2. Teen Learning Center students with a history of educational failure who are motivated to achieve an educational goal will achieve their goal if given the opportunity to attend the Teen Learning Center.

The original design of the school was based, in part, on Cloward and Ohlin's (1960) opportunity theory, and the first hypothesis is offered as a test of this theory.

Hypothesis two is being tested by measures which operationalize the psycho-social theory of deviancy. It combines the situational (increased opportunity) component with the personality (goal directedness) component and attempts to test the psychological explanation of school failure as a lack of educational goal-directedness.

Subjects

Sixty-three young men and 38 young women of between the ages of 13 and 19 participated in the study, 84 of these youths were students of the TLC, and 17 were youths of MARY and Advocate programs who

never attended the Teen Learning Center. All the youths in the MARY and Advocate programs had court records and all were remanded to the Massachusetts Department of Youth Services. Fifty-seven of the TLC students were DYS-acquainted; of the remaining 27, 13 were school dropouts and 14 were referred by their school counselors as disturbed adolescents who had special educational needs.

If a youth was in one of the programs for less than three months or if a youth was summarily terminated or dismissed from one of the University of Massachusetts Juvenile Justice Programs without his/her consent or as a result of his/her actions while in one of the programs, that youth was not considered as part of the study.

Limitations of Design

The research design employed in this study is not an experimental one because of sampling and control limitations. The sample in this study was drawn from the population of the youths who attended the Teen Learning Center for any period of time exceeding three months since September 1973 and of youths enrolled in the MARY and Advocate programs for over three months since September 1973. The sample is representative of the population of the University of Massachusetts Juvenile Justice Programs with respect to characteristics of age, sex, and past

academic and court histories. In the cases of students who attended the Teen Learning Center for over three months, the sample was virtually the same as the population, that is, all TLC students for whom data were available are represented in the sample. In cases of youths residing in the MARY or Advocate programs for over three months, the sample was also virtually the same as the total population of youths enrolled in these programs for over three months since September 1973. However, the sample is not representative of the universe of other youths of the same age, sex, and past academic and court histories. The sample was not randomly drawn because youths are referred to the Teen Learning Center, the MARY and the Advocate programs by the Department of Youth Services, by juvenile courts, by school counselors, by social service agencies, or by self referrals. Therefore, the youths were selected by virtue of the fact that they were enrolled in the Juvenile Justice Program. Because the sample is not random, the degree of generalization of the findings is limited.

Although a comparison group of youths from the Advocate and MARY programs is used in the design, the comparison group is not a control group because it also was not randomly drawn. Weaknesses in the sampling techniques are due to extraneous variables which could not be controlled; these extraneous variables are discussed below.

Pre-program History

Youths entered the Juvenile Justice Programs with a wide variety of life experiences. Although each one arrived with a deviancy label, such as "delinquent" or "disturbed," no attempt was made to classify youths according to their pre-program histories. Most of the youths had had negative school experiences, but beyond that generalization, youths arrived with a wide range of experiences with their families, peers, the courts, and authority figures.

The study is concerned with the success and effectiveness of the TLC with students who have histories of school failures. An important question, which is beyond the purview of this study but which is also a limitation of this study, is, namely, why do some youths, who are academically able to succeed, not succeed in traditional schools? A clearer understanding of the interactions between individuals in the roles of students and school personnel could begin to answer the question.

Placement and Environmental Factors

Rationales for DYS regions placing certain youths in the University of Massachusetts Juvenile Justice Program were not clear. Economic and political reasons seemed to be key factors, but, nevertheless, the Juvenile Justice Program had limited control over which youths were referred to their component programs. In addition, after a youth was placed into one of the

residential components, he/she was placed with a program advocate. Attempts were made to match youths with appropriate advocates, but an attempt was not undertaken to measure the effects of a suitable or unsuitable placement upon the youth. The positive and/or negative influences upon a youth of his/her advocates and peers in the programs were impossible to measure.

Personality Factors

How a youth reacted to a situation that was in some way personally threatening was seen as a response that was due, in part, to personality factors which could not be controlled for, given the relatively small size of the sample. A program youth might run away from his foster home or drop out of school, fight with his/her advocate or with others, or commit illegal acts, such as stealing cars, breaking and entering, etc., in response to a situation. Whichever response a youth chose was based on situational and personality factors which were impossible to delimit.

Termination Factors

Often a youth was suddenly terminated from one of the Juvenile Justice Programs by DYS or by a local school district. The reason for the terminations and the effects upon a youth of his/her termination from the programs were factors which could not be controlled.

Although the control problems created by these extraneous variables were considerable, the study was undertaken for two

main reasons: 1) these variables were characteristic of all youths who were placed in the University of Massachusetts Juvenile Justice Programs and it was believed that the effects of the extraneous variables could randomize out so that they would not differentially affect the comparison groups; and 2) the attempt to determine whether a relationship existed between the independent and dependent variables could lead to further insight concerning the control problem.

Methods and Procedures

Research methods used to test the hypotheses were:

Description

A detailed description of the Teen Learning Center program was presented, including program design and development, administration, curriculum development, staff training, funding, and evaluation techniques. Description of research in social deviance and theories of delinquency and school dropout were presented as a framework around which the Teen Learning Center was designed.

Clinical and Multiple Observations

Some of the research reported herein was based upon the observations of students and staff who have participated in the school. Included are the description, recording, analysis, and interpretation of conditions that exist at the Teen Learning Center.

A scoring process was developed which assessed a student's educational goal directedness. Each student in the study was scored on 10 criteria which were organized into 3 groups: (1) student-stated goals; (2) student behaviors; and (3) matches between a student's stated goals and behaviors. The list of criteria used is presented in Appendix H (p. 314). If a student scored positively on 3 of the first group of 5 criteria; on 3 of the second group of 3; and on 1 of the third group of 2, he/she was considered educationally goal directed.

Academic success was determined by clinical observations and TABE and GED test scores.

Interviews

As part of the school's admission process, an interested youth is interviewed by two staff members and one student to determine the applicant's interests and goals. In addition, a youth's foster parent or caseworker (DYS youth) or school counselor (non-DYS youth) is frequently interviewed as part of the pre-admissions process. When a youth joins the program, he/she is assigned to a back-up group (home group) which meets weekly. The back-up group leader continually interacts with youths in his/her group to determine a youth's interests and to help a youth clarify personal goals.

Nonrandomized Comparison Group Design

Three pairs of comparison groups were used: 1) TLC students and non-TLC students from the MARY and Advocate programs; 2) TLC students who were goal directed and TLC students who did not have an educational goal; and 3) MARY and Advocate youths who were

educationally motivated and MARY and Advocate youths who had no stated educational goal.

Data used in testing the hypotheses were obtained from official entry and program records of youths enrolled in the Teen Learning Center and MARY and Advocate programs since September 1973 for a period of 3 months or more.

Tests and Instruments

The dependent variable of achieving an educational goal was measured by a student's achieving a high school diploma by passing the GED examinations. Determination that a student was ready to take the GED examination was made on the basis of the results of the California Tests of Adult Basic Education (TABE), which determine a student's grade level in reading, arithmetic, and grammar areas. The GED examinations are statewide tests administered by the Special Services Department at Greenfield Community College in Greenfield, Massachusetts. The TABE are administered when a student is admitted to the Teen Learning Center and periodically thereafter until a student tests at the twelfth grade level in reading, arithmetic, and grammar. The TABE have a high predictive validity since no student sent by the Teen Learning Center to Greenfield Community College to take a GED examination ever failed an examination. Thus, the grade levels as measured by the TABE correlate with passing scores on the GED examinations.

Statistical Method

The Chi-square test and the corrected Pearson's Contingency Coefficient "C" (Blalock, 1972, pp. 297-8), were used to measure

level of significance and strength of association with:

1. TLC students' and TLC dropouts' frequencies in attaining the GED or not attaining it;
2. TLC students' and TLC dropouts' frequencies in being at or above median level in reading skills or below median level in reading skills;
3. TLC students' and MARY and Advocate youths' frequencies in achieving a high school diploma or not achieving it;
4. MARY and Advocate youths' who attended the TLC and MARY and Advocate youths' who never attended the TLC frequencies in attaining the GED or not attaining it;
5. TLC youths' in the MARY and Advocate programs and TLC youths' not in the MARY and Advocate programs frequencies in achieving the GED or not achieving it;
6. TLC goal-directed and non goal-directed students' frequencies in achieving the GED or not achieving it;
7. MARY and Advocate goal-directed and non goal-directed youths' frequencies in achieving a high school diploma or not achieving it; and
8. TLC goal-directed and non goal-directed students' frequencies in being at or above median reading level or below median reading level.

In six of the above comparisons (numbers 1, 3, 4, 6, 7, and 8), the Chi-square test with Yates' correction for continuity was used since the frequencies in one or more cells fell below the number five (Blalock, 1972, pp. 285-6).

CHAPTER V

RESULTS

Findings

Statistical findings, which are presented in Tables 5 through 9, relate to the first hypothesis which states:

Youths with a history of juvenile deviancy who have not been able to function in a public school setting will succeed in achieving an educational goal if an opportunity is offered to them to attend a school designed for them.

This hypothesis examines the relationship between success in achieving an educational goal and the availability of educational opportunities to youths with histories of educational failures. Table 5 examines the association between achievement of the GED and enrollment in the Teen Learning Center. In Table 5 the χ^2 test yielded a value of 11.68 with one degree of freedom. A contingency coefficient C was calculated and it yielded a value of .52. Both of these values are significant beyond the .001 level. The association between reading levels of the same youths studied in Table 5 and their enrollment in the TLC is shown in Table 6. The χ^2 value of 5.95 and an associated C of .39 are both significant ($P < .02$). In addition to showing a relationship between a student's history at the TLC and his/her reading level, the results in Table 6, when examined with those in Table 5,

TABLE 5

TLC STUDENTS, GRADUATES, AND DROPOUTS AND EDUCATIONAL ACHIEVEMENT

Educational achievement	Youths enrolled in the TLC for more than 3 months between September 1973 and January 1976 who		Row totals
	Dropped out of TLC	Graduated from or continue in TLC	
Achieved GED	1	10	11
Did not achieve GED	41	18	59
Column totals	42	28	70

Note. These figures include youths who were also enrolled in a residential program (MARY or Advocate) and those who were not. The figures exclude 9 students who were transferred to other schools and 5 who were terminated from the Teen Learning Center by the Department of Youth Services.

χ^2 test with Yates' correction for continuity

$\chi^2 = 11.68$

df = 1

p < .001

C = .52

TABLE 6

TLC STUDENTS, GRADUATES, AND DROPOUTS AND READING LEVELS

Reading level	Youths enrolled in the TLC for more than 3 months between September 1973 and January 1976 who		Row totals
	Dropped out of TLC	Graduated from or continue in TLC	
Number of scores at or above combined median reading level	16	19	35
Number of scores below combined median reading level	26	9	35
Column totals	42	28	70

Note. These figures include youths who were also enrolled in a residential program (MARY or Advocate) and those who were not. The figures exclude 9 students who were transferred to other schools and 5 who were terminated from the Juvenile Justice Program by the Department of Youth Services.

$$\chi^2 = 5.95$$

$$df = 1$$

$$p = .02$$

$$C = .39$$

show that a student's acquiring a GED was not dependent upon his or her being at or above the combined reading level of the group. Although 35 youths of 70 read at or above the combined median reading level (Table 6), only 11 of 70 students achieved their GED (Table 5). (The median reading level was high enough for students to pass the reading comprehension component of the GED examinations.)

Tables 7, 8, and 9 examine the relationships between a youth's enrollment profile and his/her educational achievement. Comparisons were made between youths who were enrolled in the MARY or Advocate programs without being enrolled in the TLC and the total population of the TLC (Table 7), between youths who were enrolled in the MARY or Advocate programs some having and some not having attended the TLC (Table 8), and between TLC youths who were also enrolled in the MARY or Advocate programs and those who were not (Table 9). In none of these comparisons of relationships was the obtained distribution or degree of association statistically significant. Furthermore, a comparison, in Table 8, of percentages of youths who achieved their GED and those who did not indicates that there is virtually no difference between the success rates of educational achievement of MARY or Advocate youths who enrolled in the TLC (12%) and those who did not enroll in any educational program (13%). Table 7 shows a small difference between the success rates of youths achieving an educational goal who were TLC students (17%) and those MARY or Advocate youths who never attended an educational program (12%). A comparison of per-

TABLE 7

MARY/ADVOCATE YOUTHS AND TLC YOUTHS AND EDUCATIONAL ACHIEVEMENT

Educational achievement	Youths enrolled for more than 3 months between September 1973 and January 1976 in the		Row totals
	MARY or Advocate programs but never in an educational program	MARY or Advocate programs <u>and</u> TLC	
Achieved GED	2 (12%)	11 (17%)	13
Did not achieve GED	15 (88%)	55 (83%)	70
Column totals	.17 (100%)	.66 (100%)	83

χ^2 test with Yates' correction for continuity

$$\chi^2 = .01$$

$$df = 1$$

$$p = .91$$

$$c = .01$$

TABLE 8

MARY/ADVOCATE YOUTHS AND TLC/MARY/ADVOCATE YOUTHS AND EDUCATIONAL ACHIEVEMENT

Educational achievement	MARY and Advocate youths enrolled for more than 3 months between September 1973 and January 1976 who		Row totals
	never enrolled in any educational program	attended the TLC for more than 3 months	
Achieved GED	2 (12%)	5 (13%)	7
Did not achieve GED	15 (88%)	34 (87%)	49
Column totals	17 (100%)	39 (100%)	56

χ^2 test with Yates' correction for continuity

$$\chi^2 = .108$$

$$df = 1$$

$$p = .74$$

$$c = .05$$

TABLE 9

TLC YOUTHS AND TLC/MARY/ADVOCATE YOUTHS AND EDUCATIONAL ACHIEVEMENT

Educational Achievement	Youths enrolled in the TLC for more than 3 months between September 1973 and January 1976 who		Row totals
	were not enrolled in the MARY or Advocate programs	were also enrolled in the MARY or Advocate programs	
Achieved GED	6 (22%)	5 (13%)	11
Did not achieve GED	21 (78%)	34 (87%)	55
Column totals	27 (100%)	39 (100%)	66

$$\chi^2 = 1.01$$

$$df = 1$$

$$p = .32$$

$$C = .16$$

centages in Table 9 of success rates of attainment of the GED by TLC students who were not in the MARY or Advocate programs and those who were, shows that non-MARY or non-Advocate students at the TLC had a higher success rate of getting their GED (22%) than MARY or Advocate youths at the TLC (13%). (Possible explanation of this difference are explored in Discussion, pp. 107-8).

Tables 10 through 12 refer to the personality characteristic of motivation or goal directedness to achieve an educational goal, and are presented to test the second hypothesis which states:

Teen Learning Center students with a history of educational failure who are motivated to achieve an educational goal will achieve their goal if given the opportunity to attend the TLC.

In Table 10, with a χ^2 value of 39.75 and one degree of freedom, and an associated C of .86, the relationship between educational achievement of TLC students and their goal directedness is highly significant ($p < .001$). Among the youths of the MARY or Advocate residential programs who did not attend any educational program (Table 11), the relationship between youths' educational achievement and youths' goal directedness is not statistically significant. However, percentage figures in Table 11 show that although no non-goal directed youths achieved a GED, one-third of the goal directed youths achieved a GED.

Table 12 indicates the degree of relationship and association between reading levels and goal directedness of TLC students.

TABLE 10

TLC GOAL DIRECTED AND NON-GOAL DIRECTED YOUTHS AND EDUCATIONAL ACHIEVEMENT

Educational achievement	Youths enrolled in the TLC for more than 3 months between September 1973 and January 1976		Row totals
	Non-goal directed	Goal directed	
Achieved GED	0 (0%)	11 (73%)	11
Did not achieve GED	51 (100%)	4 (17%)	55
Column totals	51 (100%)	15 (100%)	66

Note. These figures include youths who were also enrolled in a residential program (MARY or Advocate) and those who were not.

χ^2 test with Yates' correction for continuity

$$\chi^2 = 39.75$$

$$df = 1$$

$$p < .001$$

$$C = .86$$

TABLE 11

MARY AND ADVOCATE GOAL DIRECTED AND NON-GOAL
DIRECTED YOUTHS AND EDUCATIONAL ACHIEVEMENT

Educational achievement	Youths in the MARY and Advocate programs for more than 3 months between September 1973 and January 1976 but never enrolled in an educational program		Row
	Non-goal directed	Goal directed	totals
Achieved GED	0 (0%)	2 (33.3%)	2
Did not achieve GED	11 (100%)	4 (66.7%)	15
Column totals	11 (100%)	6 (100%)	17

χ^2 test with Yates' correction for continuity

$\chi^2 = 1.56$ $df = 1$ $p = .29$

$c = .39$

TABLE 12

TLC GOAL DIRECTED AND NON-GOAL DIRECTED YOUTHS AND READING LEVELS

Reading level	Youths enrolled in the TLC for more than 3 months between September 1973 and January 1976		Row totals
	Non-goal Directed	Goal Directed	
Number of scores at or above combined median reading level	21 (41%)	13 (87%)	34
Number of scores below combined median reading level	30 (59%)	2 (13%)	32
Column totals	51 (100%)	15 (100%)	66

Note. These figures include youths who were also enrolled in a residential program (MARY or Advocate) and those who were not.

χ^2 test with Yates' correction for continuity

$\chi^2 = 7.86$ $df = 1$ $p < .01$

$C = .46$

The χ^2 value of 7.86 and an associated C of .46 indicates the relationship to be significant ($p < .01$)

Percentage figures in Table 10 show that not one non-goal directed TLC youth achieved a GED while 73% of the goal directed TLC youths achieved a GED. Percentage figures in Table 12 show that 41% of the non-goal directed TLC students were reading at or above the combined median reading level while 87% of the goal directed TLC students read at or above the combined median reading level. A comparison of percentage figures in Tables 10 and 12 (representing the same youths) indicates that being at or above the combined median reading level (34 of 66 youths, Table 12) does not mean that a student achieves a GED (11 of 66 youths have achieved their educational goal, Table 10).

The analysis of results indicates a strong association between youths who achieve a GED and those who graduate from or continue in the TLC (Table 5). A comparison of a youth's program profile, that is, whether he/she was also in a residential program for juvenile offenders, although not yielding statistically significant results (Tables 7, 8, 9, and 11), did indicate that youths who attended the TLC, but were not in a residential program, had a 9% better chance of achieving a GED than those youths enrolled in the TLC and in a residential program (Table 9).

The results with the highest correlational values (χ^2 of 39.75 and C of .86) are shown in Table 10, in which educational

goal directedness correlates highly with achievement of the GED. Thus the second hypothesis is strongly supported by the findings. The first hypothesis cannot be so readily accepted or rejected. The findings in Tables 7 and 8 qualify its acceptance, and the findings in Table 5 qualify its rejection.

Discussion

The design of the TLC was built upon the belief that if youths were given an educational opportunity suited to their needs, they would achieve a significant educational goal. The first hypothesis postulates that youths unable to function in traditional schools would succeed if given the opportunity to attend a school designed for them. The TLC operationalized, in part, the theory of differential opportunity systems of Cloward and Ohlin (1960). The findings presented in Tables 7 and 8 do not support the first hypothesis as it is stated. The findings in Tables 7 and 8 indicate that some youths who did not attend any educational program, when given the opportunity to do so, had a just slightly smaller chance of achieving an educational goal than those students who attended the TLC. Data included in Tables 7, 8, and 9 refer to a youth's residential profile, that is, whether a TLC student was also in the MARY or Advocate residential programs. Findings in Table 8 indicate 12% of MARY and Advocate youths achieved a GED on their own, whereas only 13% of MARY/Advocate youths achieved a GED while enrolled in the

TLC. However, of 56 MARY/Advocate youths represented in the study, 39 also enrolled in the TLC (70%). MARY/Advocate youths were encouraged by MARY/Advocate staff and advocates to attend the TLC. The MARY/Advocate programs have no organized day activities and view the TLC as the day program for their youths. Thus, whether a MARY/Advocate youth was educationally motivated or not, he/she was, in some instances, pressured into attending the TLC. TLC students who were not enrolled in a DYS residential program had a higher success rate (22%) than those in the MARY/Advocate program (13%, Table 9), but were also less pressured to attend school. In 3 instances when a probation officer required a non-MARY/Advocate DYS youth to attend the TLC, he/she attended only as long as pressure was exerted. Once it let up, the students dropped out.

Thus, possible explanations why MARY/Advocate youths had less chance of achieving a GED than non-MARY/Advocate students (Table 9) are that MARY/Advocate youths who were recent enrollees in a residential program were (1) encouraged and/or pressured by MARY/Advocate staff to attend the TLC and (2) anxious to meet new friends so they gravitated to the TLC. A further explanation may be that MARY/Advocate youths were deeper into the juvenile justice system. Thirty-eight of the 39 MARY/Advocate enrollees were court-committed DYS youths. In general, TLC students who were not in the MARY/Advocate programs were less into the juvenile justice system; those who were DYS acquainted were, for the most part, court-referrals who were not placed in the custody of the state.

The findings of Table 5 show a highly significant correlation between students' success rates in attaining the GED and their continued enrollment in the TLC. Five of the 10 TLC graduates and the one TLC dropout who achieved his GED were also enrolled in the MARY/Advocate programs. When the findings of Table 5 are compared to those of Tables 7 and 8, the following results are observable:

- (a) Youths who do take the opportunity to attend the TLC are likely to succeed in achieving the GED if they remain in the program (Table 5).
- (b) Youths who initially take the opportunity to attend the TLC are not likely to succeed in achieving the GED if they drop out of the TLC (Table 5).
- (c) Not all youths who take the opportunity to attend the TLC succeed (Table 5).
- (d) Some youths who do not take the opportunity to attend an educational program do succeed on their own in achieving the GED (Tables 7 and 8).

Although the first hypothesis cannot be supported by the findings without qualifications, it would be an error to conclude that the aspiration-opportunity disjunction theory of Cloward and Ohlin should be rejected. Cloward and Ohlin presented their theory as an explanation of juvenile deviancy and did not conclude that an easy solution to delinquency prevention or intervention would be to increase opportunities to achieve legitimate goals held in common by nearly all members of society (refer to pp 35-36 of Chapter II for a review of the postulates of Cloward

and Ohlin's theory.) The rejection of the first hypothesis is, therefore, not a rejection of Cloward and Ohlin's theory, but is rather a rejection of the hypothesis that youths who attend the TLC will succeed solely because the TLC is available to them to attend.

A main postulate of Cloward and Ohlin's theory is that lower class youths who endorse a middle class goal can have limited (legitimate or illegitimate) means to achieve the goal. Thus, along with the idea of limited opportunity is the concept of a lower class youth endorsing a middle class goal. Achieving a high school diploma is a goal endorsed by many if not most members of society, although some members may not anticipate success in achieving it. At least two variables affect the actual achievement of a goal, whether the individual endorses the goal and how the individual rates his chances of success in achieving the goal.

That the TLC was an educational opportunity to youths with limited educational opportunities was certainly not enough to assure a youth's success in attaining an educational goal. At least two other factors affected educational achievement of a youth in the Juvenile Justice Program: (1) whether the youth was educationally goal directed and (2) whether the goal was a realistic one based on the youth's academic skill levels. An attempt was made to account for this second factor as shown in Tables 6 and 12, which indicate TLC students' reading scores. When the findings in these tables are compared to those of Table 5 and 10,

it may be seen that fewer students than the number who were academically prepared to pass the GED examinations achieved the GED. Thus, although a student was academically prepared, as shown by the fact that he/she had tested at a reading level high enough to pass four of the five GED examinations which were based on reading skills, he/she might not have perceived that he/she could pass the examinations or might not be motivated to do so.

Why a youth who could pass some of the five GED examinations did not take at least the reading examination is an interesting question. At least three explanations are offered as possibilities:

(1) Many TLC students have a history of educational failures and, indeed, have "solved" this problem by dropping out of school. Failing a GED examination would be just one more indication that they are failures. (2) The converse is true also; success in school is a rare or unknown event to some students. When this youth has seldom experienced successful encounters in his/her family and other personal relationships, then attempts at success become risky business. (3) Although most of the youths who came to the TLC stated they wanted their high school equivalency diploma, many had not really owned this as their personal goal. For some, the TLC was a place to be until they could get a job.

The factor of educational motivation or goal directedness proved to be a qualifying variable in accepting or rejecting the first hypothesis. If the opportunity were available, and if the youth were motivated, educational success would be likely. This,

in effect, is the statement of the second hypothesis, which is supported by the findings in Tables 10 and 11. The findings in Table 10 confirm statement (a) above in this revised form:

- (a) Youths who do take the opportunity to attend the TLC are likely to succeed in achieving the GED if they remain in the program and if they are educationally goal directed.

The findings in Table 11 tend to confirm statement (d) above in this revised form:

- (d) Some youths who do not take the opportunity to attend an educational program are likely to succeed on their own in achieving the GED if they are personally motivated to do so.

What determines, clarifies, or increases educational motivation is not the subject of this study, and is, therefore, also a limitation of the study. The findings of the study indicate that goal directedness was a determinate factor in the achievement of an educational goal by youths of the MARY, Advocate, and Teen Learning Center programs.

The effect of the TLC upon a youth's educational goal directedness was not measured. However, it has been my observation that several effects are possible. The attention given to the educational needs of youths by designing a school especially for them might or might not have increased or reinforced educational motivation. The interest, concern, and determined efforts of TLC staff members might or might not have increased or reinforced educational motivation. The effect of placing a youth in the Amherst community

where so many program staff members were students themselves might or might not have increased or reinforced educational motivation. The effect of maturation might or might not have made the TLC what it became to some students, "The Last Chance" to attain a high school diploma. Finally, it is also true that some students entered the TLC highly motivated to achieve the GED.

Two youths in the Advocate program were able to achieve the GED on their own (Table 11). Although the findings in Table 11 did not prove to be statistically significant, I nevertheless believe it is significant that one-third of the educationally goal directed MARY/Advocate youths not in the TLC achieved a GED while none of the non-goal directed MARY/Advocate youths achieved a GED. It would be reasonable to say concerning the population under study that:

(1) Youths enrolled in the MARY/Advocate programs but not in the TLC had a 12% chance of achieving a GED (Table 7). The educationally motivated of these youths had a 33% chance of success (Table 11).

(2) Youths enrolled in the TLC but not in the MARY/Advocate programs had a 22% chance of achieving a GED (Table 9).

(3) Youths enrolled in the TLC as well as in the MARY or Advocate programs had a 13% chance of achieving a GED (Table 9). The educationally motivated TLC students had a 73% chance of achieving a GED (Table 10: This category includes youths also enrolled in the MARY or Advocate programs).

CHAPTER VI

CONCLUSIONS

In Chapter II a psycho-social concept of deviancy was presented which could be applied to youths termed delinquent, dropouts, or disturbed. The concept was offered to explain a youth's deviant behavior (actions) or responses (interactions) as motivated by both personality and situational factors. The TLC was offered as a model of an intervention program designed to alter the situational factor of blocked opportunity to achieve an educational goal. TLC program objectives also attempted, in an informal way, to influence personality factors by increasing self worth, improving self concept, providing for self growth, etc. (see Appendix C for TLC goals). However, these affective growth skills were originally planned to be informally incorporated into the program design through close teacher/student relationships, back-up group meetings, large group (school community) meetings, class trips, group projects, and informal learning experiences.

Over the years it has become more and more apparent that although the school worked with some students, it did not work with others. The program works best with two kinds of youths: (1) teens who enter with a sense of direction and need

an opportunity to help them get what they want, and (2) teens who enter unsure of what they want but who are matched up with a tutor or advocate who becomes a strong role model and a stabilizing force in their lives.

No formal assessment of the program's effectiveness was attempted before this study was undertaken. However, the program from the beginning has been an organic one which has grown and developed in a continual attempt to stretch program resources to meet educational needs of individual students.

While this study was in progress, TLC program development continued. In the winter of 1976 I wrote a concept paper which summarized the discussions about the TLC program between Bailey W. Jackson III, Juvenile Justice Program Advisor, and me (see Appendix I for TLC concept paper on program development).

Ideas in the concept paper were motivated by research done for this study, and were an attempt to conceptualize ways in which the program could incorporate findings of the study into its design. One way to do so was to formalize an affective skill training component by including a trained affective education coordinator who would (1) lead affective or process skill training workshops for students and (2) teach affective or process skill training techniques to staff. The focus of this component would be upon goal setting, values clarification, decision making, and interpersonal relations. In this way,

TLC staff members could help a student clarify what his/her educational goals might be and to plan strategies to accomplish goals. Because providing an educational opportunity in the form of the TLC did not assure achievement of the GED, the TLC expanded its program to provide learning experiences for personal growth in goal setting and values clarification.

If one takes the position taken in this study that the etiology of deviancy is psycho-social, then an effective intervention in the process of deviancy would be a psycho-social approach. The TLC was designed to increase opportunities to youths with limited educational opportunities created by societal conditions. Although the research design of the study evaluated the personality factor of goal motivation as a determinate one in achieving success, the program design originally did not formally incorporate personal growth experiences, workshops, etc., into its curriculum. Yet findings of this study indicate that educational success is greatest when the student has not only the opportunity but the motivation to achieve success.

The stated purpose of this study was to test the effectiveness of the Teen Learning Center in intervening in the social process of juvenile deviancy. Has the Teen Learning Center been effective? Although the program has been successful in providing an opportunity for a number of students to achieve their GED--students who almost certainly would not have achieved a GED without the TLC--its effectiveness must be qualified. Eighty-four

students attended the TLC for more than three months between September 1973 and January 1976; 10 students achieved GED's while in the TLC (12%). However, 14 students transferred elsewhere, and 42 of the remaining 70 students dropped out of the program (60%).

Of the 10 students who graduated from the TLC, however, 6 are enrolled in colleges and 4 are employed, so the success rate of graduates is 100%. Parenthetically, the one youth who achieved his GED after dropping out completed the final two examinations while he was in jail. He had taken three GED examinations while enrolled in the TLC.

Why some students succeeded and why others dropped out remains an area for further study. What factors account for the effectiveness, albeit limited, of the Teen Learning Center also needs further exploration.

However the question of TLC effectiveness is answered, the reality is that few opportunities exist for deviant youngsters to achieve an educational goal once they have dropped out or have been forced out of school. Some of these youths have no educational goal per se; most do have yearnings for a "successful" life. A TLC student wrote the following selection (unedited) in a creative writing class:

If I had a million dollars I would buy a house way out in the country with some animals like horses and dogs and I would build a swimming pool and a tennis court. Then I take a trip around the world buying some small companys. Then I would stop in Coulumbia and pick up a couple of pounds of grass and then I go out and find my self a wife and go home and settel down and put all my money in stocks.

Traditionally, education has been acclaimed as one means to achieve the "good life." To close off large numbers of people not only from good jobs but from the means to achieve those jobs is what is presently being done to youths termed delinquents, dropouts, or disturbed. The TLC does succeed with some youths, and with them it is both an effective and successful program. Therefore, it may be a useful model for others who work with deviant youths to study and/or employ.

When the TLC's existence was threatened in December 1975 by DYS cutbacks in funds, students joined staff in planning publicity campaigns and fund raising activities to ensure that the program could continue. Three students' reactions to the idea of the program's closing follow (unedited):

My reasons for keeping the TLC open are: we also need a place to go for education, recreation, and just a place to hang out. I figure, if you close up places like this there will be just more violence, more young people getting busted, and after awhile there won't be any room left for us. So I am asking for everyone to help us out, afterall, we have a right to live free also.

N.H.

I believe that if these places are closed down it will close alot of doors for many youths. The reason I say this is because if you close them down, you will have to send them somewhere and that is detention centers, behind locked doors and that's where they are denied a proper education, recreation, and the right to say what they think and most of all a chance to live a decent life. I think that there should be no reason why they should not be able to fund these programs, because it is all for the better and all for the future.

W.S.

My education means alot to me. I couldn't make it in public high school for many reasons. I found an alternative school that was good for me and that I liked. Now there isn't enough money for this school to continue, when I say this school I am referring to the Teen Learning Center, my school and alot of other people's school; the only school any of us know, where we really learn something. I want to continue my education into college but without my G.E.D., the high school equivilancy exam that the school offers I cannot. There is no other place I can go where I can learn at my own level and learn as much as I want.

We need funding. If I had it I would gladly give it because I believe in this school. I believe in what it's doing, it's helping people like myself overcome a barrier that we've been fighting against all our lives. I care, people, in this and other people care, do you care? Please, if you do care, help us. We need you.

R.B.

It is fitting that the TLC was born on a university campus. University faculty, graduate, and undergraduate students--

who themselves have had considerable educational opportunities--
have endeavored to create a learning center designed to be
what youths themselves say they want and need.

BIBLIOGRAPHY

- Barr, Robert D., Burke, Daniel, and Smith, Vernon. All about alternatives. Nation's Schools, 1972, 90 (5), 33-39.
- Becker, Howard S. The Outsiders. Glencoe, Illinois: The Free Press, 1963.
- Becker, Howard S. The process of social typing. In Earl Rubington and Martin S. Weinberg (Eds.), Deviance: The interactionist perspective. New York: The Macmillan Co., 1968.
- Best, John W. Research in education. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1959.
- Blackham, Garth J. The deviant child in the classroom. Belmont, California: Wadsworth Publishing Co., 1967.
- Blalock, Hurbert M., Jr. Social statistics (2nd Ed.). New York: McGraw-Hill Book Company, 1972.
- Bordua, David J. Delinquent subcultures: Sociological interpretations of gang delinquency. Annals of the American Academy of Political and Social Sciences, November 1961, 338, 119-136.
- Bordua, David J. Recent trends: Deviant behavior and social control. Annals of the American Academy of Political and Social Sciences, January 1967, 369, 149-163.
- Brunetti, Gerald. Alternative schools: Can they survive? The Clearing House, 1974, 48, 267-271.
- Buffalo, M. D., and Rodgers, Joseph W. Behavioral norms, moral norms, and attachments: Problems of deviance and conformity. Social Problems, 1971, 19, 101-113.
- Campbell, Donald T., and Stanley, Julian C. Experimental and quasi-experimental designs for research. In N. L. Gage (Ed.), Handbook of research on teaching. Chicago: Rand McNally Company, 1963.
- Cicourel, Aaron V., and Kituse, John I. The social organization of the high school and deviant adolescent careers. In Earl Rubington and Martin S. Weinberg (Eds.), Deviance: The interactionist perspective. New York: The Macmillan Co., 1968.
- Cloward, Richard A. Illegitimate means, anomie, and deviant behavior. American Sociological Review, April 1959, 24, 164-176.
- Cloward, Richard A., and Jones, James A. Social Class: Educational attitudes and participation. In A. Harry Passow (Ed.), Education in depressed areas. New York: Teachers College Press, Columbia University, 1963.
- Cloward, Richard A., and Ohlin, Lloyd E. Delinquency and opportunity: A theory of delinquent gangs. Glencoe, Illinois: The Free Press, 1960.

- Cohen, Albert K. Delinquent boys. Glencoe, Illinois: The Free Press, 1955.
- Cohen, Albert K. A theory of subcultures. In Earl Rubington and Martin S. Weinberg (Eds.), Deviance: The interactionist perspective. New York: The Macmillan Co., 1968.
- Coser, Lewis A. Some functions of deviant behavior and normative flexibility. American Journal of Sociology, 1962, 68, 172-181.
- Davis, Arthur K. Veblen on the decline of the Protestant ethic. Social Forces, 1944, 22, 282-286.
- Davis, Nanette J. Labeling theory in deviance research: A critique and reconsideration. The Sociological Quarterly, 1972, 13, 447-474.
- Dentler, Robert A., and Erikson, Kai T. The functions of deviance in groups. Social Problems, 1959, 7, 98-109.
- Dentler, Robert A., and Warshauer, Mary Ellen. Big city drop-outs and illiterates. New York City: Center for Urban Education, 1965.
- Duke, Daniel Linden. Alternative schools. In Donald A. and Lilian Myers (Eds.), Open education re-examined. Lexington, Mass.: Lexington Books, 1973.
- Elliott, Delbert S. Delinquency, school attendance and drop-out. Social Problems, 1966, 13, 313.
- Elliott, Delbert S., and Voss, Harwin L. Delinquency and dropout. Lexington, Mass.: Lexington Books, 1974.
- Empey, LaMar T., and Erickson, Maynard L. The Provo experiment evaluating community control of delinquency. Lexington, Mass.: Lexington Books, 1972.
- Empey, La Mar T., and Lubeck, Steven G. The Silverlake experiment testing delinquency theory and community intervention. Chicago: Aldine Publishing Co., 1971.
- Erikson, Erik, H. Identity: youth and crisis. New York: W. W. Norton & Co., Inc., 1968.
- Erikson, Kai T. Notes on the sociology of deviance. In Howard S. Becker (Ed.), The other side: Perspectives on deviance. London: Macmillan Limited, 1964.
- Fisher, Sethard. Stigma and deviant careers in schools. Social Problems, 1972, 20, 78-83.

- Foster, Jack D., Dinitz, Simon, and Reckless, Walter C. Perceptions of stigma following public intervention for delinquent behavior. Social Problems, 1972, 20, 202-209.
- Garrett, Henry E. Statistics in psychology and education. New York: Longmans, Green and Co., 1958.
- Giallombardo, Rose (Ed.). Juvenile delinquency: A book of readings. New York: John Wiley and Sons, Inc., 1966.
- Gibbs, Jack P. Conceptions of deviant behavior: The old and the new. In Mark Lefton, James K. Skipper, Jr., and Charles H. McCaghy (Eds.), Approaches to deviance: Theories, concepts and research findings. New York: Appleton-Century-Crofts, 1968.
- Goffman, Erving. Interaction ritual. Garden City, N. Y.: Doubleday & Co., 1956.
- Goffman, Erving. Stigma: Notes on the management of spoiled identity. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1963.
- Gold, Martin. Status forces in delinquent behavior. Ann Arbor: University of Michigan, 1963.
- Graubard, Paul S. Teaching strategies and techniques for the education of disruptive groups and individuals. In Paul S. Graubard (Ed.), Children against schools: Education of the delinquent, disturbed, disruptive. Chicago: Follett Educational Corp., 1969.
- Hall, Nason E., and Waldo, Gordon P. School identification and delinquency proneness. Journal of Research in Crime and Delinquency, July 1967, 4, 231-242.
- Hunt, David E., and Hardt, Robert H. Developmental stage, delinquency, and differential treatment. Journal of Research in Crime and Delinquency, January 1965, 2, 20-31.
- Juvenile Court Statistics 1973. Office of Youth Development, Department of Health, Education, and Welfare. Washington, D. C.: United States Government Printing Office, March 1975.
- Kerper, Hazel B. Introduction to the criminal justice system. St. Paul, Minnesota: West Publishing Co., 1972.
- Kitsuse, John I. Societal reaction to deviant behavior: Problems of theory and method. Social Problems, Winter 1962, 9, 247-256.
- Klein, Malcolm W. (Ed.) Juvenile gangs in context: Theory, research and action. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1967.

- Landis, Judson R., Dinitz, Simon, and Reckless, Walter C. Implementing two theories of delinquency: Value orientation and awareness of limited opportunity. Sociology and Social Research, 1963, 47, 408-416.
- Lemert, Edwin M. Primary and secondary deviation. In Donald R. Cressey and David A. Ward (Eds.), Delinquency, crime, and social process. New York: Harper and Row, 1969.
- Lemert, Edwin M. Human deviance, social problems and social control (2nd-Ed.). Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1972.
- Lerman, Paul. Individual values, peer values, and sub-cultural delinquency. American Sociological Review, 1968, 33, 219-235.
- Lichter, Solomon O., Rapien, Elsie B., Seibert, Frances M., and Sklansky, Morris A. The drop-outs: A treatment study of intellectually capable students who drop out of high school. Glencoe, N. Y.: The Free Press, 1962.
- Lindquist, E. F. Statistical analysis in educational research. Boston: Houghton Mifflin Company, 1940.
- McGuigan, F. J. Experimental psychology: A methodological approach. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1960.
- Mahoney, Anne Rankin. The effect of labeling upon youths in the juvenile justice system: A review of the evidence. Law and Society, Summer 1974, 8, 583-614.
- Matza, David, and Sykes, Gresham M. Juvenile delinquency and subterranean cultures. American Sociological Review, 1961, 26, 715-719.
- Mead, George Herbert. The psychology of punitive justice. American Journal of Sociology, 1928, 23, 557-602.
- Merton, Robert K. Social theory and social structure. Glencoe, Illinois: The Free Press, 1957.
- Merton, Robert K. Social structure and anomie. In Mark Lefton, James K. Skipper, Jr., and Charles H. McCaghy (Eds.), Approaches to deviance: Theories, concepts and research findings. New York: Appleton-Century-Crofts, 1968.
- National Council on Crime and Delinquency. Board of Director's Policy Statement. Crime and Delinquency, April 1975, 21, 97-99.
- Parsons, Talcott, and Bales, Robert F. in collaboration with James Olds, Morris Zelditch, Jr., and Philip E. Slater. Family, socialization and interaction process. Glencoe, Illinois: The Free Press, 1955.

Billevin, Irving, and Scott, Brian. Police encounters with juveniles.
 In Earl Rubington and Martin S. Weinberg (Eds.), Deviance:
 The interactionist perspective. New York: The Macmillan Co.,
 1968.

Polk, Kenneth. Class, strain and rebellion among adolescents. Social
 Problems, 1969, 17, 214-224.

Power, Edward. The basic structure of the administration of criminal
 justice in Massachusetts. Boston: Massachusetts Correctional
 Association, 1973.

Popham, W. James (Ed.). Evaluation in education. Berkeley, California:
 McCutchan Publishing Corporation, 1974.

The President's Commission on Law Enforcement and Administration of
 Justice. Juvenile delinquency and youth crime: Task force
 report. Washington, D. C.: United States Government Printing
 Office, 1967.

Putnam, John F. Information about dropouts: Terms and computations.
 In Office of Education, The Dropouts. Washington, D. C.: United
 States Government Printing Office, 1963.

Rattray, John A. An exploratory study of developmental education and
 its potential as an educational treatment for delinquent youth.
 Unpublished doctoral dissertation, University of Massachusetts,
 Amherst, School of Education, 1974.

Reckless, W. C. The etiology of delinquent and criminal behavior.
Social Science Research Council Bulletin, 1943, 50.

Reckless, Walter C., and Dinitz, Simon. The prevention of juvenile
 delinquency: An experiment. Columbus, Ohio: Ohio State Univ-
 ersity Press, 1972.

Reiss, Albert J. (Ed.) Schools in a changing society. New York:
 The Free Press, 1965.

Reissman, Frank. The culturally deprived child. New York: Harper
 and Row, Publishers, 1962.

Robinson, Donald W. Alternative schools: Do they promise system re-
 form? Phi Delta Kappan, March 1973, 54, 433f.

Rubinfeld, Seymour. Family of outcasts: A new theory of delinquency.
 New York: The Free Press, 1965.


Rubington, Earl, and Weinberg, Martin S. (Eds.). Deviance: The
 interactionist perspective. New York: The Macmillan Co.,
 1968.

- Sax Gilbert. The use of standardized tests in evaluation. In W. James Popham (Ed.), Evaluation in education. Berkeley, California: McCutchan Publishing Corporation, 1974.
- Scarpitti, Frank R., and Scarpitti, Ellen C. The social origins of delinquency. In Paul S. Graubard (Ed.), Children against schools: Education of the delinquent, distrubed, disruptive. Chicago: Follett Educational Corporation, 1969.
- Schafer, Walter E., and Polk, Kenneth. Delinquency and the schools. In the President's Commission on Law Enforcement and Administration of Justice. Juvenile delinquency and youth crime: Task force report. Washington, D. C.: United States Government Printing Office, 1967.
- Schreiber, Daniel. Juvenile delinquency and the school dropout problem. Federal Probation, September 1963, 27, 15-19.
- Schur, Edwin M. Reactions to deviance: A critical assessment. American Journal of Sociology, 1969, 75, 309-322.
- Schur, Edwin M. Radical non-intervention: Rethinking the delinquency problem. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1973.
- Short, James F., Jr. Gang delinquency and anomie. In M. B. Clinard (Ed.), Anomie and deviant behavior. New York: Free Press, 1964.
- Siegel, Sidney. Nonparametric statistics for the behavioral sciences. New York: McGraw-Hill Book Company, 1956.
- Starratt, Robert J. On Paulo Freire and the reform movement. National Elementary Principal, April 1973, 52, 28-30.
- Sullivan C. E., Grant, M. Q., and Grant, J. D. The development of interpersonal maturity: Application to delinquency. Psychiatry, November 1957, 20, 373-385.
- Sutherland, Edwin H. Principles in criminology (3rd Ed.). Chicago: Lippincott, 1939, cited by Edwin M. Schur, Reactions to Deviance: A critical assessment. American Journal of Sociology, 1969, 75, 309-322.
- Sykes, Gresham M., and Matza, David. Techniques of neutralization: A theory of delinquency. American Sociological Review, 1957, 22, 664-670.
- Tannenbaum, Frank. Crime and community. New York: Ginn and Company, 1938.
- Tannenbaum, Frank. The dramatization of evil. In Earl Rubington and Martin S. Weinberg (Eds.), Deviance: The interactionist perspective. New York: The Macmillan Company, 1968.

- Taylor, Ian, and Walton, Paul. Values in deviancy theory and society. British Journal of Sociology, 1970, 21, 362-374.
- Travers, Robert M. W. An introduction to educational research (3rd Ed.). New York: The Macmillan Company, 1969.
- Turk, Austin T. Prospects for theories of criminal behavior. In Mark Lefton, James K. Skipper, Jr., and Charles H. McCaghy (Eds.), Approaches to deviance: Theories, concepts, and research findings. New York: Appleton-Century-Crofts, 1968.
- Turner, Ralph H. Value-conflict in social disorganization. In Mark Lefton, James K. Skipper, Jr., and Charles H. McCaghy (Eds.), Approaches to deviance: Theories, concepts, and research findings. New York: Appleton-Century-Crofts, 1968.
- Wheeler, Stanton, Cottrell, Leonard S., Jr., and Romasco, Anne. Juvenile delinquency: Its prevention and control. In the President's Commission on Law Enforcement and Administration of Justice. Juvenile Delinquency and youth crime: Task force report. Washington, D. C.: United States Government Printing Office, 1967.
- Wilkerson, Doxey A. The school, delinquency, and the children of the poor. In Paul S. Graubard (Ed.), Children against schools: Education of the delinquent, disturbed, disruptive. Chicago: Follett Educational Corp., 1969.
- Wolf, Richard M. Data analysis and reporting considerations in evaluation. In W. James Popham (Ed.), Evaluation in education. Berkeley, California: McCutchan Publishing Corporation, 1974.

APPENDIX A

APPLICATIONS AND APPROVALS FOR CERTIFICATION AS
PRIVATE SCHOOL BY AMHERST SCHOOL COMMITTEE,
1974 and 1975



THE PUBLIC SCHOOLS
OF AMHERST, MASSACHUSETTS

SCHOOL ADMINISTRATION OFFICES
CHESTNUT STREET
AMHERST, MASSACHUSETTS 01002

June 20, 1974

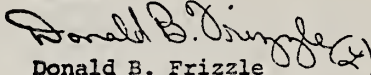
Miss Diane Olson
Teen Learning Center
No. Pleasant Street
No. Amherst, Mass.

Dear Diane:

This letter is to formally notify you that the Amherst School Committee voted at their meeting on June 17th to approve your application for private school status for the purpose of preparing students for the high school equivalency examination.

I want to thank you for the very careful and detailed documentation you submitted with your application. They were rare in their excellence.

Respectfully,


Donald B. Frizzle
Superintendent of Schools

DBF:pl

PRIVATE SCHOOL APPLICATION FOR
SCHOOL COMMITTEE APPROVAL

Directions: Complete this form; attach required annexes; and forward it to Superintendent of Schools, Town Hall, Amherst, Mass., 01002

1. Official Name of Private School: Teen Learning Center

2. Time period for which approval is sought:

July 1, 1974

(month, year)

through

June 30, 1975

(month, year)

NOTE: School Committee approval must be sought on an annual basis unless otherwise authorized by special action of the Committee.

3. List approximate number of pupils in each grade or grade equivalent:

Nursery Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5

Grade 6 Grade 7 Grade 8 Grade 9 Grade 10 Grade 11 Grade 12

Other (describe) See attached page

4. Describe method of grouping pupils. School committee recognition will ordinarily NOT be granted to programs which mix nursery and kindergarten pupils. However, ungraded primary, ungraded intermediate, or ungraded secondary groupings are ordinarily acceptable.

See attached page

5. Address of school, including telephone number:

Teen Learning Center, Old North Amherst School

PO Box 500, No. Amherst, Mass. 01059

3. NUMBER OF STUDENTS IN EACH GRADE EQUIVALENT

We have no grade equivalent to public schools. Each student is tested when he or she enters with "California Tests of Adult Basic Education"; a profile sheet is then drawn up which gives grade equivalency in several sub-areas of reading comprehension, math skills and language skills. On the basis of each student's profile, expressed interests and goals, an individual learning schedule is made up. We have found that our students often have achievement scores which cover as wide a range as four grade levels between their weakest and strongest subject area.

We accept students from 13 to 18 on court referral or with their home school district approval; we accept students from 16 to 18 as we feel they are appropriate. We also accept Department of Youth Service-acquainted youth who are placed in local foster placements. We occasionally accept an adult who wants to acquire a high school equivalency diploma and try to incorporate them as an assistant staff member as well as a student.

Our spring enrollment by age is:

13 years	<u> 2 </u>	17 years	<u> 8 </u>
14 years	<u> 6 </u>	18 years	<u> 2 </u>
15 years	<u> 7 </u>	19 or older	<u> 1 </u>
16 years	<u> 14 </u>	TOTAL	<u> 40 </u>

If a youngster is going to return to public school we provide the school with test scores taken immediately prior to termination with us and with a report indicating our opinion of appropriate grade level for readmission to public school, with confirming evidence. We do realize that each receiving school may have different criterial for grade level placement.

4. GROUPING METHODS

The only groupings which we use are "Back-up groups" which function as a combined homeroom and support group, and "Group meeting" which is a community meeting of the total student and full-time staff population which meets twice a week.

Upon admission to the Teen Learning Center students are assigned to a back-up group of approximately eight to ten other students with two adult leaders. The staff makes the back-up group assignments in staff meetings; there is an attempt to match the incoming student with an adult leader who will best be able to work with that teen. There is also a conscious effort to balance each group's population, taking into account presence or absence of friends in a group, personality matches (subjective on part of staff), age range, sex and racial balance. The back-up group leaders function as the student's advisors; one of the two will make up the student's learning schedule with the student, will administer testing and explain test scores to the student, and will be responsible for monitoring the student's work, attendance and helping to interact with any outside agencies which may be responsible for that teen.

- 6. **School Schedule:** Attach an ANNEX A to this form describing your daily schedule (opening and closing times and total instructional time exclusive of lunch or recess) for pupils on various grade levels or grade level equivalents. Also, indicate how your school - year calendar compares to that of the public schools.
- 7. **School staff:** Attach an ANNEX B giving the following information on each of your staff members: Name, college degrees (if any), college major and minor, full-time or part-time (if part time, indicate percent of full - time), type of certification (if any) awarded by the Massachusetts State Department of Education, and current major duty assignments.
- 8. **Physical facilities:** Attach an ANNEX C describing the physical structure of your school. Include the number and size of rooms and availability of outside play space. A labeled outline plan of the building and/or site may be utilized.
- 9. **Have the physical facilities been inspected and approved by the Amherst Board of Health and/or a representative of the Massachusetts Department of Public Safety?** _____

YES /

- 10. **Attach an ANNEX D describing the academic curriculum and special curriculum services (guidance, health, etc.) you offer. Outline the major goals and some of the materials used to develop skills for each grade level or equivalent in:**
 - a. Reading*
 - b. Mathematics*
 - c. Music*
 - d. Art*
 - e. Physical education*
 - f. Any other subject areas covered (science, social studies, etc.)

Since your outline will be compared with courses of study used in the public schools to determine whether or not children will encounter difficulty in transferring between schools, you may visit the office of the Superintendent of Schools to review our published curriculum outlines. An outline for kindergarten programs needs only to include those items starred in the above list. Curriculum outlines prepared

by persons or organizations other than your school staff may be utilized if they describe your program accurately.

ANNEX D IS THE MOST IMPORTANT PART OF YOUR APPLICATION.

11a. May public school supervisors visit your school at any time to observe its operation?

Public school supervisors are welcome to visit our school at any time to observe its operations; however, we would prefer to be notified in advance as we request any other outside agencies. We have a relatively small student population and heavy staffing; when several outside agencies decide to visit in our small space simultaneously, it disrupts our students' study programs.

b. Enrollment: We will be happy to provide an accurate enrollment report to the public schools on an annual basis.

12. In the case of kindergarten or primary level schools, are your pupils admitted on an age basis coinciding with the current admission policy of local public schools?

Not applicable

13. Graduation Requirements - Annex E - (pertains specifically to this application)

May 13, 1974

Date of application

(Signature of person completing application)

Diane Olson

(typed name of person completing application)

P.O.Box 500, North Amherst, Mass. 01059

(Address of applicant)

545-0143

(Telephone number)

2/29/68

ANNEX A

6. School Schedule. ANNEX A1 contains a copy of our weekly meeting and class schedule. The school day starts at 10AM for students and runs until 1:30. Independent studies, work studies and tutors are often scheduled for the afternoon.

A sample copy of a student's individual schedule may be found in ANNEX A2. The actual instructional time varies greatly depending on an individual student's negotiated schedule; it could range from 10 hours a week to 25 hours a week. Schedule negotiations are described in section 10, ANNEX D. Many of our students are drop-outs who have been out of school for as long as one to two years; often the student has been registered in school but effectively has been out truant. We try to get the student seriously involved with as many hours of tutorials and classes as possible, but often it is impossible to honestly get the beginning student to accept more than 10 hours of work a week. We then try to build on an interest to seduce the student into a greater commitment.

Our school year calendar corresponds to the University of Massachusetts calendar. When the University has long breaks, we do plan special field trips and camping events but do not run on our regular schedule.

7. School Staff. Brief resumes of our present staff are found in ANNEX B; However, we would like to use this space to describe our methods of staffing. Our program is almost entirely staffed by University of Massachusetts graduate and undergraduate students who receive school credit for their participation in our program. Many of the staff are people who are certified teachers or professionals in social service work who have returned to the

University to obtain higher degrees.

Our staff includes eleven people with a full-time commitment and an additional twenty-two people who are involved in individual tutorials or who are teaching a class. Present full-time staff were selected by the Director and Co-director; our reading coordinator selects English tutors and matches them to individual students, and two of our core staff act together as math coordinators selecting math tutors.

Our program is used as both a teacher-training site and as an internship site by many departments of the University including these programs in the School of Education: Teaching in Alternative Schools Program (TASP), Explorations, Human Development, and Crime and Delinquency. The interactions with these departments generally involve our staff member having a supervisor from the University department, as well as participating in our own in-service training program. Dr. Donald Kesselheim is coordinator of TASP; Mr. Harold Washburn is director of the Explorations program; Dr. Terry Dumas supervises the Human Development interns; and Dr. Larry Dye directs the Crime and Delinquency trainees. Many departments of the University outside of the School of Education give independent study credits and provide supervision for individual staff members; in 1973 and 1974 department interactions have included the psychology department, sociology department, and the departments of political science, zoology, physical education, and animal science.

In-service training for full-time staff includes a daily 45 minute staff meeting before regular school starts and a weekly afternoon meeting to review all student problems, to share techniques and to deal with any major policy issues concerning programming. In addition, all staff members who are doing student teaching or major internships in our program participate in another weekly meeting devoted to teaching methods. This is a formal methods course conducted by two

certified teachers who are full-time Teen Learning Center staff and doctoral candidates in the School of Education. Topics of this course might include: rationales for alternative education, philosophies of education, learning theories, identification of learning disabilities, behavior patterning, evaluation and testing. This course is designed to apply theories to experiences the staff members are encountering in the Teen Learning Center, as well as to devise more effective methods by which our students can become learners. Tutors who are working with individual students in English also have a weekly meeting with the reading coordinator to report on students' progress.

We are presently evolving a structure to handle hiring in future years. Major administrative positions will be hired by consensus vote of a committee which has equal representation from; a) a Community Advisory Board or eventually from a Board of Directors, b) the staff at the time of hiring, and c) the students.

The emphasis on hiring requirements has frankly been intuitive to date; we seek out people who we believe will work well with our teens. We are more concerned with staff who have shown an ability to work with troubled people, and especially problem teens, than those with long teaching experience in public schools--sometimes the two experiences coincide, sometimes they do not. We seek people who are themselves excited by learning, and can convey their own sense of interest to others. We especially look for people who are highly motivated, open about themselves, sensitive to others' responses, and are capable of handling personal crisis situations with common sense. We seek people who are innovative and capable of running programs by self initiative.

Although, in many cases, the people we have found with these attributes who now staff the Teen Learning Center are university students themselves, the programs they conduct and the classes and tutorials they teach are supervised by staff members who are certified teachers.

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

STAFF MEETINGS

LANGUAGE CLASS		LANGUAGE CLASS		LANGUAGE CLASS		DRIVERS' ED. (2)	
CREATIVE WRITING		GUITAR		CREATIVE WRITING		GUITAR	
BACK UP GROUP		BACKUP GROUP		BACKUP GROUP		BACKUP GROUP	
S O C I A L S C I E N C E		GROUP MEETING		S O C I A L S C I E N C E		BIOLOGY	
MUSIC		SPANISH CAREERS		I D I O M A T I C S		DRAMA	
ENVIRONMENTAL STUDIES		L I F E S T Y L E S		MODELING		MODELING	
DRIVERS' ED. (1)		G. E. D. P. R. E. P.		ENVIRONMENTAL STUDIES		L I F E S T Y L E S	
ANIMAL SCIENCE LAB (SPECIAL PROJECTS)		ANIMAL SCIENCE LAB (SPECIAL PROJECTS)		ANIMAL SCIENCE LAB (SPECIAL PROJECTS)		ANIMAL SCIENCE LAB	
						CHESS CLUB	

NOTE: Independent studies and tutorials may be scheduled in place of classes or may occur after classes in the afternoon; See Annex A-2 for a sample individual student's schedule.

SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
STAFF MEETING		STAFF MEETING		
BACK-UP GROUP		BACK-UP GROUP		
LANGUAGE CLASS	LANGUAGE CLASS	LANGUAGE CLASS	LANGUAGE CLASS	G.E.D. INDEPENDENT
CREATIVE WRITING	GROUP MEETING	CREATIVE WRITING	GROUP MEETING	STUDY READING
MATH TUTOR		MATH TUTOR		TUTOR
G.E.D. INDEPENDENT STUDY		CAREERS CLASS		G.E.D. INDEPENDENT STUDY
ENVIRONMENTAL STUDIES CLASS	G.E.D. PREP CLASS	ENVIRONMENTAL STUDIES CLASS	G.E.D. PREP CLASS	CHESS CLUB
	CLASS		CLASS	

Work Study Project on Mon., Wed., Fri. at Palmer R.A.P. to help set up an alternative school in Palmer, Mass.

STUDENTS

STAFF

10:45-11:30

11-11:30 Math

10:45-11:30 Reading

Tutor

Ray Sebold

David Katz

Mon. 1:30 General Staff Meeting

Tues. 11:15 Language Group

Tues. 12:15 Student Teachers

ANNEX B

STAFF

Diane Olson:

B.A., University of California, Los Angeles, Psychology; M.S., University of Massachusetts, Amherst, Psychology with special concentration in learning theory. Experience working with handicapped and welfare children. Research Staff Member, Harvard School of Public Health; Professional Proposal Writer; Head of Research and Evaluation Component, C.C.E.B.S. Program for minorities education; Participant J.O.E. Conference, University of Massachusetts; Youth Supervisor at Westfield Detention Center; Ph.D. Candidate, University of Massachusetts, Amherst, School of Education; two years' teaching experience. Presently Director, Teen Learning Center, North Amherst, Mass.

Elaine Murray:

B.A., Loyola University, History; M.A., Columbia University Teachers College, Teacher of Social Studies; three years high school teaching experience in social studies; Dean of Seniors; two years, Assistant Chairman for Non-West Studies; two years; three years administrative secretarial experience; Ph.D. Candidate, University of Massachusetts, Amherst, School of Education. Presently Co-Director, Teen Learning Center, North Amherst, Mass.

Judith Rabinbach:

B.A. University of Wisconsin, Madison, History; M.S.T., Elementary Education, University of Wisconsin, Madison; Completion of Reading Specialist Certification, University of Massachusetts, Amherst. Three years elementary school teacher. One Year year, Director of Neighborhood Reading Clinic. Presently full-time Reading and Language Arts Supervisor and Coordinator, Teen Learning Center, North Amherst, Mass.

Richard Bell:

B.A. Candidate, Elementary Education, University of Massachusetts, Amherst, May 1974; Program Director, Juvenile Opportunities Extension Program, University of Massachusetts; presently full-time back-up group leader and teacher of Careers class in Teen Learning Center, North Amherst, Mass.

Raymond Sebold:

B.A. Candidate, Sociology with certification in Math and Social Studies, University of Massachusetts, Amherst, May 1974. Assistant Director, Neighborhood Youth Center on Community Action Committee. Presently full-time back-up leader, tutor and business manager of the Teen Learning Center, North Amherst, Mass.

Christopher Hardin:

B.A. Candidate, Psychology and certification in Social Studies, University of Massachusetts, Amherst, May 1974. Director of Film Study Program in UMass Dormitories; Consultant Drug Education Program; presently full-time back-up group leader and Social Studies teacher and Drivers' Education teacher, Teen Learning Center, Amherst, Mass.

Patricia Murphy:

B.S. Candidate in Human Development-Education and certification in Women's Studies, December, 1974. Volunteer, Juvenile Opportunities Extension Program at Westfield Detention Center; Staff member, Summer J.O.E. program at UMass; Member Southwest Residential College Budget Committee and Academic Policy Board; taught a course on Women and the University; Counselor and staff member, Southwest Women's Center. Presently full-time back-up group leader and mathematics teacher of Teen Learning Center, North Amherst, Mass.

Marilyn Beaucage:

Dean's list, UMass, Amherst, majoring in Special Education of Problem Adolescents. Board Member, Council for Children; Volunteer Juvenile Opportunities Extension Program at Westfield Detention Center. Volunteer, Belchertown State School; Organizer, Poor Women's Task Force. Presently full-time Individualized Prescribed Instruction Coordinator and Social Studies Teacher, Teen Learning Center.

Mila Ruth Cardinal:

Sociology Major, UMass, Amherst. two years, Nursery school teacher; 1 year, teacher's aide; organizer, Teenage Drop-In Center; Outreach Worker, Drug Abuse Program; Spanish Specialist for Community Opportunity Program; Presently full-time back group leader and Spanish teacher in Teen Learning Center, North Amherst, Mass.

David Katz:

School of Continuing Education, UMass Amherst; one year, elementary teacher; one year baseball coach for Little League; Presently full-time back group leader and Creative Writing teacher, language tutor, high school equivalency examination tutor at Teen Learning Center, North Amherst, Mass.

ANNEX C

PHYSICAL FACILITY - DESCRIPTION

The Teen Learning Center is presently housed in the Old North Amherst Grammar School, a building which was utilized by the town school system as recently as 1973. The program uses two large rooms at the front of the building. A diagram of the utilized space is included on the next page. We also operate out of the physical building.

The northern room, approximately 20' x 17' has been partially partitioned off in one corner to form an office space. The southern room also has a partition about 7 feet high which divides the room almost in half. The Amherst Public Health inspector and fire inspector visited the site after our partitions were in place and approved them as being safe and as leaving adequate exits for emergency needs.

Each of the major rooms has a large coat closet approximately 4' x 17'. We have placed narrow wall desks in one of these for quiet student study and have used the other for tutorial space.

The main hallway of the building runs between the two rooms from the front to the back of the building. The hallway is almost 12' across at several points and can easily provide extra space for small groups (3-4) without impairing travel through the hall.

While the space we presently have is adequate for our present population given our present program design, we would like to obtain the entire first floor for next year. The added space would allow us to develop more innovative program design as well as to expand our population. We are presently renting from the Town of Amherst.

The building is adjacent to a little league size baseball field on one side of the building; so, there is adequate immediate space for physical exercise. We are connected to several University programs, and so have access to University facilities. Our students are eligible for the weekly Saturday recreation program which the J.O.E. program runs in the women's gym. We place most of our exercise emphasis on outdoors woods-type of activities and have frequent field trips into local wooded parklands which are easily accessible from our location.

We use the University student craft shop on a regular basis both for group instruction in skilled crafts areas, for recreation, and for individual student projects.

See floor plan -- ANNEX C 3.

145

FENCE ↑

RM 1
25 X 38
950 SF

RM 2
25x18
450 SF

OFFICE
6X16
96 SF

TOILET

RM 3
21 X 30
630 SF

RM 4
25 X 30
750 SF

PLAY GROUND ↓

TEEN LEARNING CENTER

TEEN LEARNING CENTER

MAIN
ENTRANCE

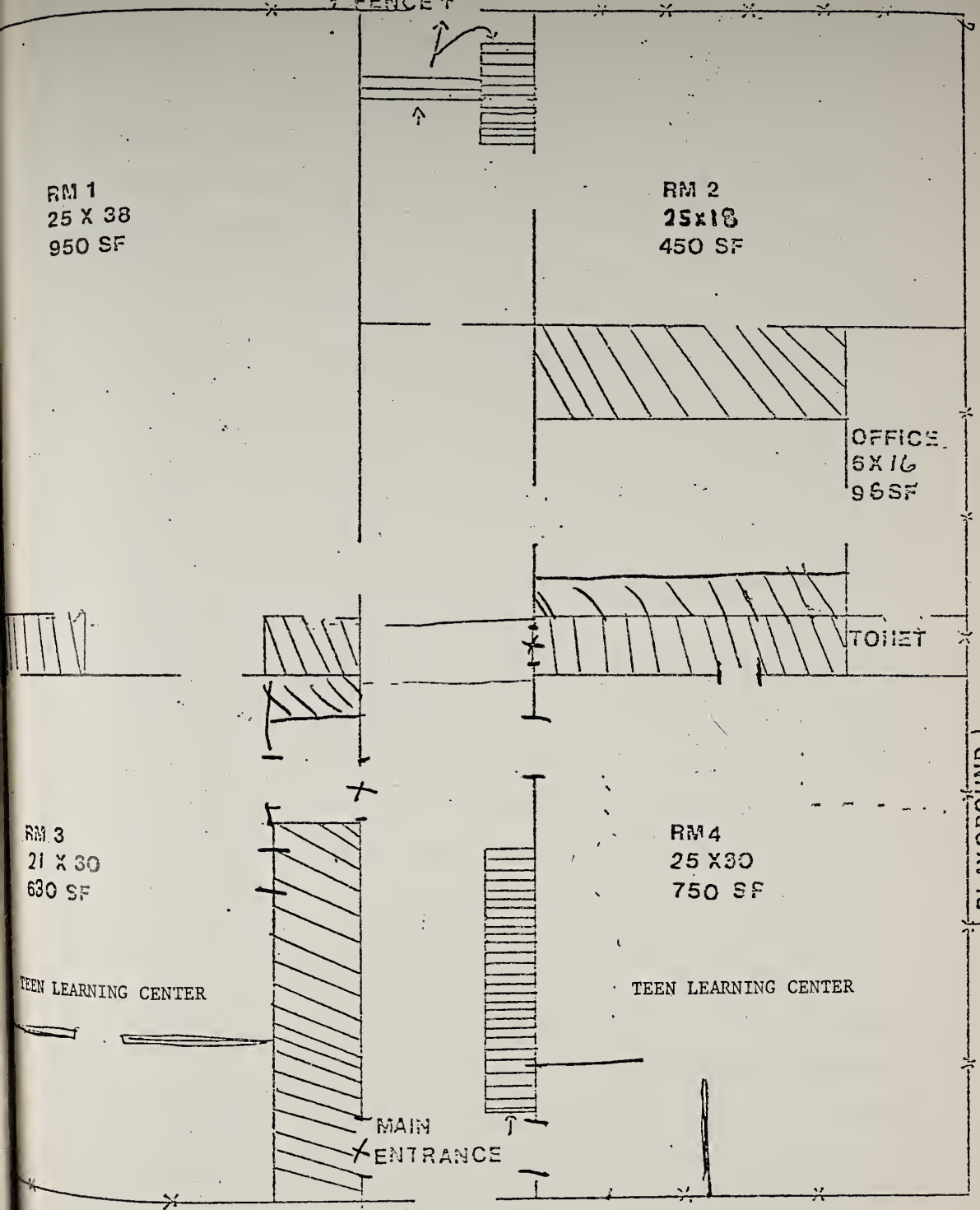
SUNDERLAND ROAD ↓

SCALE 1/8" = 1ft
MEASUREMENTS
APPROXIMATE

STAIRS CLOSET

X WINDOW

CEILINGS-RM 3&4-13ft / 1&2-17ft



ANNEX D

PROGRAM DESIGN AND CURRICULUM

I. DESCRIPTION OF PROGRAM GOALS AND BASIC STRUCTURE

Our program was initially set up to provide education for teens who had acquired a "delinquency" label and had proven themselves unable to function in public school setting. A model program was run in the Spring of 1973 for teens in the U.Mass. foster care programs run for Department of Youth Services committed youngsters.--the M.A.R.Y. and Advocate programs. It quickly became obvious that it is a bad idea to run an educational program for teens who all were in the same residential program. In late Spring 1973 we contacted Reach-Out School in Lynn Mass. and spent a good deal of time observing their highly successful operation. Our present school model is based on Reach-out, as is our population--about half Department of Youth Services and court referred teens, half non-court related drop-outs.

Our population poses special design problems. Many of our teens have been out of school for a long period of time, most have been in court, and many have spent long periods of time in detention centers. Most have rather fractured family ties and bad, if not disastrous, interactions with their home communities. Most have hardened negative views: they reject formal schooling, adult institutions in general, and any value which they perceive as irrelevant to them--which often means any value they perceive that their parents might hold. On top of the outward negativism, many of the teens arrive with very little self-respect. Many have had serious learning difficulties, usually with reading, and most have had a long history of what they consider "failure". On the positive side, most of our teens are very independent and stubborn; this can work for us and them if we can get them motivated.

D - 2

Our major goals:

A. Preparation for the High School Equivalency Exam

This is our major stated goal and the reason that most teens come to us. Our curriculum consciously was designed to stress areas which are on the high school equivalency exam; four fifths of that exam involves English or reading comprehension skills. While teens cannot receive an equivalency diploma until they are eighteen, they can take the test before the age of eighteen and receive an official statement that they did pass the test. At least one youngster in a program related to ours has taken the test at 17 and has been granted early college admissions on the basis of his scores. Five of our teens recently took two exams each and all passed. Basic literacy is, of course, a necessary sub-goal.

B. Motivating Teens to Learn

Our major unstated goal is to teach teens how to learn on their own and motivate them to do so; this requires teaching them that learning is an everyday activity which does not require a classroom and which can involve things that they like. The staff at Teen Learning Center makes a commitment to each teen who enters that we will try to help them learn more about anything which they express an interest in be it cars, motorcycles, clothes, the opposite sex, or whatever. We do not, of course, always succeed, but we really do try and this seems to create some trust in us. An example is a teen who expressed his sole interest being "demolitions" in a very surly and sullen attitude.

We were unable to locate anyone doing demolitions who would take him on, but the fact that we tried led him to open up about his real interests and to talk about "dreams" for his future. We have successfully used teens' expressed interests to get them into academic pursuits including interests in chess, modeling, guitar, livestock animals, and silver-smithing. Driver education was a students' request.

C. Social and Personal Development

We hope that all of our students will be capable of realistically setting goals for themselves by the time they leave us. Successful goal setting involves the ability to realistically assess one's own needs and abilities and the self-confidence to tackle problems and acquire necessary skills. We have consciously designed our program with a mixutre of individual and group decision-making processes to help our students to develop both as autonomous individuals and as contributing members of a group. We also consciously try to examine values as they are expressed in any context of the school; we do not try to impose any values on our students, but we try to help them see how values are formed and what their own values are. The following parts of our program are utilized for social-personal development as described:

1. Individual Development and Goal Setting

- a. Each student helps to make up their own study schedule which may revolve around a major stated interest.
- b. Students have access to and help to keep their own records.
(not including attendance)
- c. Vocational counseling and career planning information is presented on both an individual and group basis.

D-4

- d. Personal ^{counselling} happens daily on an informal basis, but teens with more severe problems are made aware of professional services which are available both through the University and through local agencies.
- e. Individuals are encouraged to try independent study and work study projects as the staff feels that they are ready.
- f. Graduation requirements include the preparation of a "living plan" as well as passing the equivalency exam. We have not yet had a graduate, so this goal remains untested as to feasibility. We hope to have students think out what their short-term and long term goals are and to present at least an outline of steps to achieve goals. This 'plan' will be presented to the back-up group for comment on its realism.

2. Social Development

- a. Participation in group decision-making for the program is a requirement of our students. All major policy decisions for the school, outside of academic programing and relationships to outside agencies, are made in a bi-weekly group meeting. Each student and each full-time staff member has one vote. The group meeting decides how we will deal with behaviour problems, what rules we will make and enforce, what special activities will be planned, and makes suggestions for changes in program structure. The staff have often debated the sanity of taking some decisions to a student-staff group, however, the group meeting has been highly successful in generating realistic solutions to problems.

Occasionally an unrealistic solution is voted on and tried for a week, then the students themselves urge a change. A prime example is the creation of a student-staff committee to deal with attendance problems and "breaking contract". Each student signs an admittance contract which states that the student will (1) attend regularly (2) respect fellow students, staff and property and (3) will not bring any illegal items onto school property. The enforcing mechanism for the contract was developed in group meeting and consists of a committee of three students and two staff who discuss the contract breaking with the student in question and try to come up with a solution to whatever problem exists. The group meeting has also instituted a late rule, "If you aren't in by 10AM and you don't have a good excuse for being late, then don't come for the day." The rule operates to cut down distractions in our small space, and also, surprisingly, keeps attendance up.

- b. Class involvement is important for development of social abilities. Many of our teens did not function well in a public school because classes were not structured to allow them to participate in their own level of either ability or interest. Many of our students are unsure of themselves and afraid of competition with peers; we consciously try to avoid competition in classes and stress cooperative problem solving where ever possible.
- c. Specific class offerings are geared to help teens develop a perspective of their own lives in the context of a larger community and of history:

- 1) Social Studies

- 2) Life styles

- 3) Sex education -- mainly designed to help teens look at their own and societies' values surrounding sex roles, family, parenthood, and sexuality.
- 4) Careers exploration

II. INDIVIDUALIZED CURRICULUM PROCESS -- HOW IT WORKS

Each student who enters the Teen Learning Center is tested with the California Tests of Adult Basic Education. This test is divided into components which are very similar to the High School Equivalency Exam sections, and, therefore, gives us a rough indication of how close a teen is to being able to pass that exam. The test scores are translated onto a graph showing grade level in each of the following areas:

- A. Reading Comprehension -- total score
 1. Reading Vocabulary -- total score
 - a) Math words score
 - b) Science words score
 - c) Social Science words score
 - d) Basic vocabulary score
 2. Reading Comprehension -- total score
 - e) Following written directions
 - f) Finding information
 - g) Understanding what is read
- B. Arithmetic
 1. Arithmetic Reasoning
 - a) Knowing the meaning of numbers
 - b) Knowing signs and symbols
 - c) Working word problems

2. Arithmetic Fundamentals (are broken down further into areas such as decimals, percentages, fractions, whole numbers; a student's score low in multiplying may indicate that the problem is in multiplying percentages and this can be checked easily on the second scoring sheet)
 - d) Adding
 - e) Subtracting
 - f) Multiplying
 - g) Dividing
- C. Language -- total score
 1. Mechanics of English
 - a) Capitalization
 - b) Punctuation
 - c) Using words correctly
 2. Spelling

Once the testing is completed the graph is discussed with the student and both strong points and weak points are made obvious. This test feeds into a programmed instruction system which we have purchased from Rehabilitation Research Foundation. The specific items missed on the test will allow a scorer to list not only the programmed material covering that area, but also the page number or frame number in that programmed text. This means that each student can start from where they are at in a given area and work from that point on. The programmed system utilizes instruction material from over ten major educational publishers including: McGraw Hill, Encyclopedia Britannia and Harcourt Brace and Jovanovich. Each unit of instruction has a test following it and an alternative material to use if the first material was not sufficient for the student to learn

the material.

After the student's testing is completed and the graph has been constructed the student makes up a study schedule together with his or her group leader. Each student is given five different options for method of studying in a given area:

1. Individually Programmed Instruction (IPI) - described above
2. Class or study group - Classes available are listed on our weekly schedule, but students may add additional classes. If any group of 3 or more students want^s the same class, we will find an instructor and add the class to the schedule. We have recently added a class to help students with the drivers test, a special animal livestock project and are working on a car mechanics program -- all student requests.
3. Tutorial - Most of our students have at least one tutor. If the student is particularly weak in a subject area then we will try to convince the student to have both a class and a tutor or do programmed instruction as well as have a tutor.
4. Independent Study - Some of our students are motivated enough to follow their own course of study with some supervision and may make up an independent study contract with a full-time staff member. We generally only recommend one independent study contract at a time for our students.
5. Work study - We really mean "study by working" and try to urge students who have jobs to work together with a staff member to see what they learn while they are working at that job; similar to #4.

We offer classes and tutorials in a wide range of subjects, probably very similar to public school. The difference may be that we stress individual students' needs to the point of being willing to attempt to "seduce" teens into learning

situations. A student who has been out of school for a year or two before coming to us may not have a schedule which reflects the total academic need of that student. Instead, we may start the student out with mainly programmed instruction in English and try to revolve all other work around a primary interest which that student has. This situation is rare, most students cover at least four subject areas each semester, but a singular subject schedule is acceptable to us under certain conditions. An example would be a student who entered after one year of almost isolation from peers; in his foster home setting he played guitar and watched T.V. and did little else. It was literally impossible to get this student to do testing, attend classes or do anything besides "hang around". We finally wrote a schedule where 60% of his time with us was spent in guitar instruction; he discovered that to be serious about music he had to read and do basic math. Since last October he has followed a normal schedule and recently retested and showed an improvement of 3 grade levels in several topics!

For students who are resistant to scheduling we may leave many goals initially unwritten and assign a staff member or an older student to "pick up" on that student whenever they are hanging around doing nothing. The assigned person will attempt to get the student involved in a class, a science kit, an educational game, a book or even a discussion of interests. We allow a degree of free floating for about a month after a student enters the school if they are particularly resistant to any scheduling; after that period of time we start applying strong pressure and point out that we exist to help teens who want to learn. If the student does not want to learn perhaps we can help them find another place to be doing something which would interest them more. Actually, our seduction technique works well in most cases, we have only had two students who accomplished little with us.

III. SPECIFIC CURRICULUM AREAS

The following pages will cover our specific curriculum areas in the order of the following outline:

A. Language Skills, including Reading, Writing, Communications.

Our language program is under the direction of Ms. Judith Rabinbach, who is a certified reading specialist.

B. Mathematics

Our math program is supervised by Mr. Jonathan Clark, a certified math teacher K-8, who is presently acquiring a secondary certification.

C. Music

D. Arts and Crafts

E. Physical Education

F. Social Studies

Our social studies program is under the supervision of Ms. Elaine Murray, a certified secondary social studies teacher.

G. Natural Sciences

1. Animal Science

2. Biology

3. Environmental Studies

H. Additional Electives

1. Conversational Spanish

2. Learner's Permit Education Class

3. Drama

4. Modelling

III. A. LANGUAGE/READING/COMMUNICATIONS: CURRICULUM

I. GOALS

- A. To help students towards taking and passing the language and comprehension areas of the high school equivalency exam. (4/5 of the exam.)
- B. To help students achieve basic literacy through developing strenghts and correcting weaknesses at all levels.
- C. To teach specific survival skills such as filling out an application, reading the fine print in a contract, or writing a formal letter.
- D. Expose students to literature and documents that contain analyses of their personal situations in the context of the society in which they live.
- E. To bring students to feel that reading is a tool, not an obstacle.
- F. To help students write more effectively.

II. EDUCATIONAL OBJECTIVES

- A. Students will develop an understanding of, and will learn to act upon their own needs, abilities, and deficiencies. Specifically, they will be able to help decide upon thà specific kinds of learning situations and activities within the school that would be most suitable to their needs.
- B. Students will draw a relationship between what takes place in study and its function within society.

III. METHODS AND PROGRAM OF STUDIES

The Teen Learning Center operates on the understanding (principle) that individual students learn differently in various situations, and that each student's needs are different. This is particularly true in a school where students have found their previous academic experience unable to fulfill some of their needs. A variety of methods is therefore employed to ascertain each student's needs and his or her best learning situation. Some of these are arrived at right away through a test battery taken in the first week of school, which identifies the student's general grade level of achievement in reading, language, and math. These test batteries help to indicate to what extent a student may require GED preparation, IPI class or tutorial work. Second, all new students are asked to participate in all classes during the first week; from these, teachers can begin to observe each student's general demeanor, skills level, and areas of comfort and frustration in reading, speaking, and writing. Third, difficulty of any kind is noted by any teacher, the reading teacher either asks student to read several passages individually or administers an informal reading inventory, or a standard diagnostic test which is usually essential in moving the student into a tutorial situation and providing him or her with a complementary match. Fourth, the school is arranged on a flexible basis in which students are able to try out a variety of learning situations and staff to work with until the most satisfying learning form is found. Thus, if the tutorial situation does not work out or a student feels threatened in a class, deliberate effort is made to adjust his or her schedule accordingly. The reading teacher is responsible for keeping track of and coordinating these diagnostic methods, in the language area, of reconstruct-

D - 13

ing remediating situations that need it, and of offering guidance and resources to students and staff. Within this flexible pattern the following variety of structured learning options is offered from which students and staff together can decide upon an individual program of learning:

- A. Classes
 - 1. Language
 - 2. GED Preparation
 - 3. Creative Writing
 - 4. Journalism
- B. Individual Programed Instruction (IPI)
- C. Tutorials
- D. Independent Study
- E. Kids Helping Kids
- F. A page a week writing requirement of all students.

IV. TESTS

- A. California Test of Adult Basic Educational Achievement (TABE) 3 levels
- B. For remedial situations, an informal test battery including:
 - 1. Informal Reading Inventory (identifies reading level)
 - 2. Botel Reading Inventory (phonics mastery and word opposites)
 - 3. Dolch Basic 220 Word List
 - 4. Kottmeyer Spelling Test, Level II.

D - 14

C. Survey Tests on Hand

1. Botel Reading Inventory (Follett)
2. California Phonics Survey (California Test Bureau) 7 - 13
3. California Reading Test (California Test Bureau) 7 - 13
Assesses basic vocabulary and comprehension skills
4. Survey of Reading Achievement (California Test Bureau)
Following directions, vocabulary, comprehension, reference skills
5. Gates-MacGinitie Reading Tests (Teachers College) 7 - 12
Speed, accuracy, comprehension, vocabulary

D. Diagnostic Tests

1. Diagnostic Reading Tests, higher level (Committee on Diagnostic Testing). Subtests: silent and auditory comprehension, reading rates, word attack.
2. Gates-McKillop Reading Diagnostic Tests (Teachers College)
(8th grade and slower readers at high school level)
3. Durrell Reading-Listening Series, advanced. grades 7 - 9.

E. Supplementary and Specific Skills Tests

1. Sight vocabulary test, informal. Indicates, but does not determine, pupil's reading level.
2. Academic Promise Tests (Psychological Press). Language and usage abilities at junior high level.
3. Lincoln Diagnostic Spelling Tests, advanced form (Bobbs-Merrill)
Leads to a more detailed understanding of pupil's spelling difficulties.

V. COURSE OFFERINGS

A. Language Class

Concentrations:

1. GED preparation, using as a basis Regnery/Cowles GED Program book, publisher, Cowles Book Co., Cambridge Books. Basic areas covered are:
 - a. grammar and usage
 - b. comprehension - science
 - c. comprehension - social studies
 - d. comprehension - literature
2. Literature that exposes students to interpretations of individual situations as part of a larger social network
3. Survival Skills; language skills needed in everyday living.

Materials Used:

1. Regnery/Cowles Ged Preparation book
2. Skills workbooks and English manuals
 - a. Step up Your Reading Power (Webster)
 - b. Activities for Reading Improvement (Steck-Vaughn)
 - c. Word Power Made Easy (Lewis-Funk)
 - d. English Programmed Instruction materials
3. Teacher-selected passages from novels, history and geography texts, science manuals and other related areas for vocabulary and comprehension work.

D - 16

Several themes are covered each semester. Among these are: work; minorities; issues and events in American history; issues and events in world history and world affairs; personal relationships in American society; myths and fables; themes in children's literature; history of language; poetry; journalistic writing; advertising.

Materials are selected as they relate to the themes. Readings are not geared towards whole books necessarily, but are often significant passages taken from both fiction and non-fiction books by good writers and thinkers, newspapers, advertisements, speeches, laws, pamphlets, songs, and the students' own writings. Language games and role playing are considered an important aspect of developing communication skills in the affective domain. Survival skills are worked into each area of study as they are related.

Carefully covered within the above area are such basic skills as grammar and usage, vocabulary, and understanding main ideas.

Two sets of books are used in the class with some regularity. These are: The Name of the Game, pub. New Dimensions in Education, Inc., Jericho, N.Y., 1968; and for writing, the Stop, Look and Write Series, by Hart Day Leavitt, pub. Bantam Pathfinder, N.Y., 1970.

Materials on hand for individual use include a typewriter and a tape recorder. The typewriter in particular is in the classroom and is available for student use at any time.

D - 17

B. G.E.D. Preparation

This class is designed for those students who, the staff feels through test scores fall in the 11th and 12th grades, completion of Individual Programmed Instruction requirements, and general observation of skill development and emotional readiness, are ready to prepare for the GED examination and thus to graduate from the school. So far 5 students have graduated and two more are almost finished.

The material covered closely follows the subject matter in the Regnery/Cowles GED Program textbook. Those areas which students and staff decide need particular attention are covered. Thus, the class studies such topics as

- a. Grammar and usage
- b. Spelling
- c. Vocabulary and words in context
- d. Understanding main ideas.

An equally important function of the GED class is to provide test taking skills, for example, learning how to use a process of elimination; how to take an educated guess; pacing; tricks, and so on. Opportunities for practice are provided with sample tests.

C. Creative Writing Class

For those students who enjoy or might enjoy writing, the creative writing class is designed to

- a. maintain, stimulate and encourage this interest

b. provide ideas and opportunities for expanding the writing skill by experimenting with various forms of written expression.

c. enable students to feel at ease expressing their thoughts on paper

d. focus on strengths and weaknesses in each individual's writing

Activities such as the following are meant to cover the above, to be fun and challenging, yet to communicate the discipline that is involved:

a. keeping a journal

b. attempting to write in the style of other writers

c. attempting to write in traditional forms. (haiku, sonnet, blank verse, essay, limerick, etc.)

d. round robin storytelling

e. sensory writing.

f. description and slice-of-life sketches

Materials Used;

No specific text is used. Rather, a variety of independent sources are turned to for ideas and reference materials.

Most prominent among these are Math, Writing and Games by Herbert Kohl; Stop, Look and Write by Hart Day Leavitt; and by James Moffett. In addition, the class relies on a wide assortment of written materials such as newspapers, magazines, plays, short stories, and song sheets. Emphasis is placed on students and teachers using and sharing each others' ideas. Successful

exercises have dealt with limericks, stories, slice-of-life sketches, and television commercials.

Methods:

Because this is a class in which much depends on the students' creative potential being reached, which required a positive, supportive and less formal atmosphere, much is left to students in making decisions as to topics and forms covered. The teacher acts as guide, resource, and participant. This proves to be very successful in fostering affective qualities and student-generated activities.

D. Journalism Class

This class is an introduction and exposure to the process of putting together a newspaper, in this case the U Mass Daily Collegian. Students go to the WUMV-TV studio to use equipment and work with the videotape. Individual writing is encouraged. Writing assignments include mock news stories such as recreating a car accident or a big news event. Some form of published student writing will hopefully appear soon.

In the journalism class, stress is on the following areas:

1. Becoming familiar with the news on a day-to-day basis through the regular reading of the Boston Globe or the Springfield Union, demystifying the events and giving them a logical sequence. Through such daily exposure, students can look behind the events to the reasons for them.

D - 20

2. Reading different kinds of newspapers. This leads to an awareness of the different positions newspapers take, the interests each one represents, and the attitudes and assumptions they bring to each issue. Students examine how political positions are often communicated through the language used, and how the use ^{of} adjectives or verbs can change the tone of an article.
3. Writing
 - a. In writing headline stories, students learn to arrange ideas and events, and thus paragraphs, in terms of the most important information first, secondary and supporting information afterwards. Titling articles also teaches main ideas.
 - b. Recreating scenes utilizes recall and sequence.
 - c. Having several people write their comments on one issue or event utilized interpretation ^{and} analysis, and creates the opportunity to look at the origin of students' various viewpoints.

VI. OTHER STUDY PROGRAMS IN ENGLISH

A. Tutorials

These are one-to-one sessions generally held twice a week upon agreement by both student and staff that ^{concentrate on} areas in reading, writing, or general use of language that need special attention, as determined by the basic achievement tests, through discussion, through an informal reading inventory, or after observation of

of general ability by a staff member. The tutor works with a student to determine further what he/she needs. Based on these determinations, any or several of the following activities are utilized:

1. Keep a journal, writing 1 - 2 pages a week on a given topic, as a description of a picture, or anything that the student chooses.
2. Read a short story together or begin a whole book. Discuss questions arising with the plot and the content, the message of the book. Deal with new vocabulary and with author's use of language.
3. Word exercises: these can arise out of a story or can be created by the tutor. Examples:
 - a. put new or interesting words on cards or in a list. Student creates sentences and eventually a paragraph around them
 - b. find opposites, synonyms, homonyms, etc.
 - c. many further opportunities.
4. Studying parts of speech. This is approached in a variety of ways:
 - a. analyzing a sentence
 - b. creating a sentence or paragraph using one or more of each type of word.
 - c. looking at a picture; student makes lists, each titled noun, verb, adjective and so on. Student must place appropriate descriptive words in their proper lists.
 - d. tutors can help students with their IPI at this point

D - 22

5. For particular reading needs, more attention is paid to diagnosing and remediating specific difficulties dealing with phonic and structural analysis, basic sight words, vocabulary and comprehension, reading with expression, and other very basic skills.

Materials:

- a. high interest, low vocabulary books
 - b. word cards
 - c. teacher made materials: phonic games, word bingo, etc.
 - d. Spellbinder Language Kit
 - e. workbooks
 - f. creative use of magazines using pictures, directions, recipes etc.
6. General materials for use in tutorials:
- a. Be a Better Reader Series, 4 - 12 (Prentice Hall)
 - b. Gates-Pearson Practice Exercise in Reading, 1 - 7 (Bureau of Publications)
 - c. McCall-Crabbs Standard Test Lesson in Reading, 2 - 12 (Bureau of Publications)
 - d. Specific Skills Series, 1 - 6 (Barnell-Loft)

B. Independent Study

These are learning contracts set up between a student and staff member meeting once a week, in which student is given more independent responsibility for his/her work. Essentially, more sophisticated reading, writing, and research skills are used in the service of a particular interest of the student. Examples of an independent study involving language skills are:

- 1. A look at science fiction: the student reads several science fiction books and compares them in style, outlook, vision of the

D - 23

future, social commentary and so on. Required are written commentaries and evidence in discussion of an understanding of the literature.

2. A study of the California grape and lettuce boycotts; the student must make use of a variety of sources such as newspapers, books, college students with some involvement or understanding, pamphlets, maps, and so on, in order to write an account of what has been happening and, to the extent possible, his/her own analysis and prognosis of the situation. .

C. Programmed Instruction in English

The method for setting up programmed instruction is described at the beginning of appendix D. English materials cover a range from 5th grade to college level materials including:

1. English Series in Grammar and Usage -- 3 level, 7 to 12th grade.
Harcourt Brace Jovanovich.
2. Series by McGraw Hill including programmed books on
 - a. Capitalization
 - b. Punctuation
 - c. Word usage
3. Spelling materials
 - a. Spelling by Principles, levels 10 - 12. Appleton-Century Crofts. N.Y.
 - b. LSI Skills; Verbs Mod Pronouns; Capitalization; Punctuation; and Verbs: Numbers, Case; levels 5 - 8. California Test Bureau.

- c. English 2200 level 7 - 8; English 2600, level 9 - 10; and English 3200, level 10 - 12. pub. Hartcourt Brace Jovanovich.
- d. Spelling Demons I and II, level 4 - 6; and Science I and II. level 7 - 9. pub. Central Scientific Co.

D. Books

The school owns several hundred books, both hard and paperback, resource and pleasure, which are kept on open shelves and require no sign-out system. This helps to encourage their use. The school accrues new books at every possible opportunity. Each student in the school is informally linked with one staff member for the purpose of maintaining an awareness of the student's leisure reading selections and of putting them to some informal constructive use.

E. Writing Requirements

Following the Hooked on Books method all of the students are required to write at least one page a week. This insures that students who are not writing in a class or tutorial context do get some experience writing. It is not important what they write; students may copy from a book, write a letter, or do any writing which fills a page. The writing is commented upon at the students' request. The philosophy is that the more writing they do, the easier it will become. One page a week is a great improvement over none.

VII. COORDINATION OF ACTIVITIES

The language program is coordinated by the reading specialist whose basic functions in this area are to:

- a. match students and tutors
- b. let tutors know the students' strengths, weaknesses, and specific areas that need work.
- c. provide guidance, resources, and suggestions to tutors.
- d. follow up on all tutorial activities.

Meetings are held each week with the language staff of approximately ten, to go over business, deal with immediate problems, and exchange ideas. Longer, evening meetings are held in which theoretical and methodological questions are discussed, materials and diagnostic techniques are demonstrated and insights are shared.

Records of each tutorial meeting are kept by each tutor on a form sheet and reviewed periodically by the reading coordinator. Initiative is encouraged on the part of tutors to discover their own resources, come up with their own ideas, and particularly, to initiate new alliances among the students.

VIII. SAMPLE LESSONS

A. Nouns

The six kinds of nouns are presented in the following manner:

- a. common, proper
- b. plural, singular
- c. abstract, concrete

After offering explanations and one or two examples of each, all students are called upon to provide examples or sample sentences. The success of the class depends on student participation, and because all students are encouraged to take part, little stigma is put on wrong answers.

As students leave the room, each is required to provide an example of one of the six forms and identify it.

Materials: Personal knowledge and organizational skill.

B. Word Demons

As each of these tricky words is introduced (peace - piece; course - coarse; accept - except, etc.) and explained, students are asked to utilize them in context, orally as well as write them down. Tricks, jokes, and clues are used at every opportunity. Before leaving the room each student must identify one pair of words.

Materials: Regnery/Cowles GED book.

C. Reading - Words in Context and Getting the Main Idea.

The following are brief passages selected by the language teacher from a variety of sources, suited to as many students as possible. Questions are formulated by the teacher. Students are asked to complete these; they are then read, discussed and corrected. Those two areas are among the most important in preparing ultimately for the GED.

D. Game - Role Playing and Vocabulary

A list is given out to each student with adjectives describing various personality types (obnoxious, shy, curious, dramatic, optimistic, etc.). These are reviewed and discussed. An envelope with separate slips of paper, each containing one word, is offered to 3 students, who choose with eyes closed. The 3 students, are then asked to role play a given situation (chosen previously by teacher), using their assigned personality as they best understand it. The rest of the class tries to guess which word each one is.

E. Sample Reading Selections.

The following five selections are, representative of reading comprehension in the required areas of science; social studies, graphic comprehension, literature, and vocabulary in context.

II. B. MATHEMATICS CURRICULUM

1. Programmed instruction is available in mathematics from grade 2 level to include first year algebra, geometry and trigonometry

One staff member is assigned responsibility for prescribing which programmed materials the student needs to start with on the basis of his or her test scores. Group leaders urge students to schedule specific times of the week that they will work on programmed instruction with a tutor if necessary. A list of programmed instruction materials with appropriate grade levels is included below.

2. Tutorial Program

Our mathematics curriculum is now predominately a tutorial program. We tried to use classes with our students and found that their backgrounds in math were too widely spread to get any reasonable similarity in a large enough group to warrant a class, with the exception of the teen who are just about to take the GED exam. After trying classes we came to the conclusion that tutorials have the following advantages for our type of program:

- a. individualized instruction
- b. closer follow-up to insure that new skills are maintained
- c. more detailed accounting of student's progress
- d. it provides the necessary 2 - way communication our students need

Mr. Jonathan Clark, a certified math teacher levels 1-8 supervises two of our staff in running the math tutorial program. Tutors are required to fill in weekly reports stating progress and problems in

D - 29

working with the student, and methods used. Tutors with little math tutoring background may occasionally be selected because they have some rapport with a given student; in these cases the tutor predominately supervises the teen in using programmed instruction material. At the beginning of the term there is an in-service training session for math tutors to discuss methods.

3. G.E.D. Preparation Class

The teens who have shown that they are close to High School Equivalency level by their test scores enter a special preparation class which covers English and Math in the context of the exam. Students use the Cambridge Press Preparation for the High School Equivalency Exam book and also have tutors who work with the student on the math section of that book.

4. Math Materials

In many cases tutors design their own materials based on available books or games.

- a. Programmed instruction materials.
- b. A.S.M.D. Addition and Subtraction, level 4-6; A.S.M.D. Multiplication, level 5-7; A.S.M.D. Division, level 8-10. pub. Addison-Wesley.
- c. Map skills, level 7-10; Continental Press Inc.
- d. Introduction to Math, Books 1-4, level 7; Basic Math, (5 sections), level 8-10; First Year Algebra (5 volumes which cover basic geometry and trigonometry also. Includes sections on graph and table reading), level 9-10. pbu. Encyclopedia Brittanica Press, Inc.

D - 30

- e. Decimals and Percentages I and II, level 5-9; Programmed Math, Books 1-8, and Programmed Math: Word Problems, Books 1-8, level 4-9. pub. McGraw-Hill Book Co.
- f. Basic Math TECO, levels 4-12; and Finding Square Roots, levels 7-10. pub. Rehabilitation Research Foundation.

g. additional math materials (books)

- 1) Growth in Arithmetic, revised edition
- 2) Reviewing Elementary Algebra, Isidore Dressler, Amco School Publications
- 3) Calculus, Volume II, Tom M. Apostol, Blaisdell Publishing Company
- 4) Mathematics for the Million, Lancelot Hogben, Norton & Company
- 5) Learn Mathematics the Easy Way, Leonard C. Barker, Cambridge Publishers-Inc.
- 6) Making Sure of Arithmetic, Robert L. Morton, et al., Silver Burdett Company
- 7) Learning to Use Arithmetic, Joseph J. Urvancek, D.C. Heath and Company
- 8) Teaching Modern Mathematics in the Elementary School, Howard F. Frehr, Addison-Wesley Publishing Company
- 9) How to Help Children in Reading, Writing and Arithmetic, Freda C. Van Atta, Randam House
- 10) Numbers in your Life, David H. Patton, William E. Young, Iroquois Publishing Company
- 11) Bookkeeping Made Easy With a Section on Business Math, Alexander Sheff, Barnes and Noble, Inc.
- 12) Life Science Library Mathematics, David Bergamini and Life Editors, Time Inc.
- 13) Algebra in Easy Steps, Edwin I. Stein, D. van Nostrand Company, Inc.

h. math games

- 1) Superlative Numbers Game
- 2) Beginners Game of Modern Logic

III. C MUSIC CURRICULUM

1. Music Appreciation Class

A general music appreciation class is offered which states as a goal to get teens to understand basic music concepts which are a part of rock, popular, blues, and folk music which teens listen to on a daily basis.

2. Guitar Instruction

We have two guitar instructors, one a certified music teacher who works with students on an individual basis or in small groups. This is one of the most popular offerings and has helped get several students more involved with school.

3. Tutorials in other instruments

Tutorials are available in other instruments as students express an interest to learn. We have had students taking instruction in harmonica and blues harp and hope to have piano instruction available soon using pianos located in the UMass dormitories.

III. D. ART AND CRAFTS CURRICULUM

1. Art Class

An art class is offered once a week. The main goal is to have teen explore self-expression creatively in different media. The classes are structured to give students experience with different art techniques and materials so they can explore the possibilities and limitations of each as a mode of expression. Students are encouraged to develop independent studies around the arts.

D - 33

2. Craft Program

We have developed a good relationship with the University of Massachusetts Craft center; since our formation in Spring 1972 we have been taking students down to the craft shop on a weekly basis to do leather work, silver work and basic gem cutting. While many students use the program as an informal recreational outlet, others seriously take advantage of the program's skill teaching.

A staff member who is highly proficient in a number of craft areas supervises the students. Equipment care and safety is stressed.

Instruction involved:

a. Silver techniques:

1. touch and piece soldering
2. use of air acetylene torch
3. forging and hammer decorating
4. chasing designs and stone setting
5. lost wax casting techniques
6. equipment use and care

b. Leather Techniques:

1. Tooling techniques
2. Sewing machine instruction
3. Dying techniques
4. Leather care and preserving

c. Lapidary work:

1. basic use of lapidary equipment
2. shaping and polishing stones
3. analysis, design, and stonecutting

III. E. PHYSICAL EDUCATION

We have no formal physical education classes but try to build physical exercise into other components of our program. The Ecology class stresses hiking experiences as an integral part of the class. Camping trips are planned frequently by this group and are open to all students.

The availability of a park area, baseball diamond and basketball hoop directly next to the school encourages active physical recreation when students break from their classwork.

Many of our students have part-time jobs which involve exercise and as our teens tend to be too impatient to wait for buses and so often walk from the campus area to school and back -- a healthy daily hike.

In addition, projects such as the Animal Science Program necessarily involve exercise.

The University Juvenile Opportunities Extension program provides a Saturday recreation program which is available to all our students and includes: swimming, basketball and other team sports.

III. F. SOCIAL STUDIES CURRICULUM

- A. Rationale: Social Studies is the study of people and how they interact with each other and their environment. Our four social studies offerings -- man in his community, environmental studies, life styles, sex education -- are designed to help learners interact positively with themselves, others, and the environment.
- B. Broad Educational Goals: Below are listed the over-all goals of our social studies curriculum. (specific goals for each of the courses are listed in the appropriate section).
1. to develop a feeling of self worth as an individual and as a member of society.
 2. to develop knowledge and understanding of how man's past affects his present and future.
 3. to develop problem solving techniques and a competence in critical thinking.
 4. to develop survival skills which enable man to function in, use and preserve his total environment.
 5. to compare life styles we are most familiar with, with those of other people and other cultures.
 6. to develop an awareness of and appreciation for life styles other than our own.
 7. to develop the potential of our total selves -- our bodies, our minds, our emotions.

The Social Studies Curriculum of the Teen Learning Center includes five class offerings: 1) Man: A Social, Political, Economical Force;

2) Community Studies; 3) Careers; 4) Sex Education; and 5) Life Styles.

Following are course goals of these five Social Studies offerings as well as a sampling of individual lessons.

Graduation Requirements:

Passing the five parts of the high school equivalency examination, and receipt of the G.E.D. diploma do not complete graduation requirements of the Teen Learning Center. In addition to tutoring students to pass the G.E.D. exam, the Teen Learning Center has a commitment to help the student reach his or her life goal. Thus, concomitant to a student's skill preparation, he or she receives career and/or vocational counselling. When the student can identify an area of interest he or she wants to pursue, whether advanced schooling, vocational training or job placement, the student presents this life plan to the school community with methods to achieve the goal. The school staff feels a commitment to help each student effect his or her life plan, and when a student can outline steps to achieve his or her goal, then our graduation requirements are fulfilled.

The Commonwealth of Massachusetts
University of Massachusetts
Amherst 01002



SCHOOL OF EDUCATION
 Juvenile Justice
 Teen Learning Center
 487 Hills So.

June 30, 1975

Dr. Donald Frizzle, Superintendent
 Amherst School District
 Amherst, Massachusetts 01002

Dear Dr. Frizzle:

The Teen Learning Center requests renewal of our certification for the 1975-1976 school year.

Ron Bell has been sent a statement on our successes this past year, our few planned curriculum changes, our staffing and our funding.

During this past year we have graduated eleven students and have two others who may graduate this summer. Five of our graduates from last summer have been in college either a semester or full year and are doing well. Two recent graduates will be in college this next year, and four are holding jobs. This year we have predominantly worked with teens having very low skill levels; we expect several of these students to graduate this next fall. Our curriculum has been altered to include more high interest, low grade level materials for the older student. Many of these youths have shown steady and dramatic progress this past year.


We appreciate the assistance you have shown our program and are looking forward to the next academic year.

Sincerely,

Elaine C. Murray

Elaine C. Murray
 Director
 Teen Learning Center

ECM/as



THE PUBLIC SCHOOLS
OF AMHERST, MASSACHUSETTS

SCHOOL ADMINISTRATION OFFICES
CHESTNUT STREET
AMHERST, MASSACHUSETTS 01002

July 22, 1975

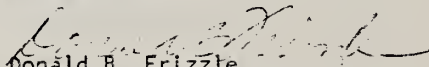
Ms. Elaine C. Murray
Director
Teen Learning Center
487 Hills South
University of Mass.
Amherst, Mass. 01002

Dear Elaine:

The Amherst School Committee voted at their meeting last evening to approve the Teen Learning Center as a private school for the purpose of preparing students for high school equivalency examination for the 1975-76 school year.

Congratulations on a fine year and best wishes for the continued success next year.

Respectfully,



Donald B. Frizzle
Superintendent of Schools

DBF:p1

TEEN LEARNING CENTER

Request for Certification Renewal
for Academic Year 1975-1976CERTIFICATION REQUEST

Teen Learning Center, a private alternative school, run in conjunction with the University of Massachusetts, respectfully requests renewal of its certification by the Amherst School Committee for the 1975-1976 school year. A lengthy and detailed description of our program was presented in spring 1974 when our certification was first awarded. That application is on file with Superintendent Frizzle; therefore, only a brief description of program successes, plans and changes will be presented here.

SUCSESSES 1974-1975

1. We have served more than forty students this past year, all of whom were public school drop-outs, potential drop-outs or behavioral problems. Several students were re-integrated into public school after a period with us.
2. We now have eleven graduates who have passed all tests of the Massachusetts High School Equivalency exam. All our students who have taken equivalency tests have passed. Two more graduates are expected this summer, and at least four this next fall.
3. Five of our summer 1974 graduates have been in college for at least a semester (2 for a full year). All are doing well. Two more graduates will be in college next fall. All

those not in college are holding jobs.

4. In the summer of 1974 six U.-Mass. students who had student taught at Teen Learning Center received state teacher certification. We had six U.-Mass. student teachers or interns this past year; two received certification and two others are now applying.
5. This Spring Teen Learning Center students, with staff supervision, put together a weekly news letter for all U.-Mass. teen-oriented programs.
6. Students with very little past experience in writing anything were pulled into creative writing this past year and ended the year with a mimeod magazine of illustrated prose and poetry.
7. We have successfully worked with 766 core evaluation teams and have students with special needs from five public school districts.
8. A Department of Youth Services contract from this past year has been renewed at our requested level, despite funding cuts affecting many other programs.
9. We have received a Title II library grant for next year of \$1,000 worth of books and resource materials.

CURRICULUM CHANGES:

The curriculum planned for the academic year 1975-76 will remain substantially the same as that offered in school year

1974-75, with the following exceptions or additions:

1. There will be an increased emphasis on vocational training in the area of business subjects (typing, shorthand, recordkeeping, and accounting) and technical skills (electronics, small appliance repair, auto repair and carpentry).

2. The language arts curriculum has been expanded to include not only classes in language arts skills but also units to be incorporated into every discipline in an attempt to actualize an interdisciplinary approach to learning. Reading laboratories will be designed to use the subject material which is being offered in our program curriculum.

3. Individual learning packets are being designed by program staff to replace the Individual Prescribed Instruction (I.P.I.) materials which were obtained by the program two years ago. These new learning packets are being designed around actual skill needs and interest areas of our students. The coordinators of this project are the language arts teacher employed by the program and the basic skills teacher employed by ESEA Title I and assigned to the Teen Learning Center for academic year 1975-76.

4. A youth-tutoring-youth program has been proposed for the coming year in which students with an advanced knowledge of mathematics would tutor students needing basic math skill training. Each student tutor would, in turn, work with an undergraduate math tutor who would be a resource person for the youth/tutor.

5. Two classes which were planned during academic year 1974-75 and taught during academic year 1975-76 will be continued during the coming academic year. They are Afro-American studies and psychology.
6. Group interaction as a social process is an integral part of the Teen Learning Center curriculum although the emphasis has been in non-academic areas. Back-up groups (home groups) will continue to be social and organizational units of the school, but in academic year 1975-76 will be more functional. Each of the four back-up groups will focus around specific tasks. The back-up/task groups planned will center around planning out-of-school activities (visits to plays, museums, hikes, etc.), in-school matters (curriculum, decorating, films, special events, etc.), job resource and student interest directory (which will try to match resources/interests/jobs), and school administration and budget matters. Each one of these groups, will also be the first level where student members' problems are handled (academic or discipline) in an attempt to diffuse authority from school administrators and to inculcate responsibility in all school members.

STAFFING 1975-1976

Our staff listing presented in the June 1974 certification request changed somewhat in September, 1974, so there are a few people who have been with us a year now whose resumes are not in the original program proposal; they are included here. Changes

in staff responsibilities are charted on the following chart.

We also have from five to ten additional part-time tutors each semester who work individually with students under the supervision of one of our core staff members. These tutors are predominantly University students receiving school credits for being here; they each also have a U-Mass faculty advisor who monitors their involvement with Teen Learning Center.

Brief resumes for each main staff member are included after the chart; most are already on file from our original certification application.

STAFF MEMBERS POSITION

1974 - 1975

CHANGES

1975 - 1976

Elaine Murray, Director —————→ Elaine Murray, Director (Advisor for Social Studies)

Diane Olson, Co-Director Outreach —————→ Diane Olson - Program Advisor, Director Community Advisory Board

Dwight Tavada, Academic Co-Director —————→ Dwight Tavada, Academic Co-Director and Advisor of Student Counseling: Summer tutorial

Patricia Murphy, Backup Group Leader, Math Instructor —————→ Patricia Murphy - Outreach Coordinator Backup Group/Business Studies Advisor

Karen Brazeau, Reading Coordinator Backup Group Leader —————→ Karen Brazeau, Reading Coordinator Backup Group Leader

Raymond Sebold, Math-Tech. Coordinator Backup Group Leader —————→ Raymond Sebold, Math-Science Backup Group Leader

David Katz, GED Coordinator Backup Group Leader —————→ David Katz, GED Coordinator Backup-up Group Leader

Marilyn Beaucage, Social Studies Coordinator (leaving)

Philip Traunstein, Science/Nature Coordinator, Back-up Group (leaving)

Cynthia Barshov, Student teacher Social Studies —————→ Cynthia Barshov, Back-up Group Leader, Social Studies Teacher, Advisor

Dava Murphy, Part-time Sect., GED tutor —————→ Dava Murphy, Part-time Sect., Student Teacher Social Studies, GED prep.

Jeanne Deignan, Part-time staff teacher-tutor —————→ Jeanne Deignan, Summer Tutorial Coordinator/Part-time teacher-tutor fall.

NEW: We expect two additional student teachers in September

STAFF RESUMES

Elaine Murray:

B.A., Loyola University, History; MA., Columbia University Teachers College, Teacher of Social Studies; three years high school teaching experience in social studies, Washington Irving High School, New York City; two years, Dean of Seniors; two years Assistant Chairman for Non-Western Studies; three years administrative secretarial experience, Columbia University; Ed.D. Candidate, University of Massachusetts, Amherst, School of Education. 1973-74 Co-Director, Teen Learning Center, North Amherst, Mass.; Presently, Director, Teen Learning Center.

Dwight Tavada:

B.A., University of Massachusetts, Amherst, in Elementary Education, Minor in Urban Education. Massachusetts Certification in Elementary Education and Guidance Counseling Elementary Teacher. Summer '73 Consultant to the Action for Boston Community Development Program. Two years as Coordinator of the M.A.R.Y. Program in Amherst. One year as Co-Director of Teen Learning Center, Amherst, Mass.; Presently a Master's Candidate in Counseling and Humanistic Education.

Patricia Murphy:

B.S. in Human Development-Education and certification in Women's Studies, December, 1974. 1975 Massachusetts Certification Elementary Education, March., 1975. Volunteer at Westfield Detention Center; Part-time staff member-tutor, Summer J.O.E.

program at U-Mass; 1973-74; Member Southwest Residential College Budget Committee and Academic Policy Board; Advocate in Teen foster care program, Instructor at U-Mass Women's Studies Program 1½ years; Counselor and staff member, Southwest Women's Center; 1974-1975 Full-time Back-up group leader and mathematics teacher of Teen Learning Center, North Amherst.

Karen Brazeau

Associates degree in Liberal Arts, Berkshire Community College, 1971; B.S. Elementary Education, Fitchburg State, 1973 with concentration in language arts. Massachusetts certification in Elementary Education, 1973. Student teaching involved complete reading instruction responsibilities from remedial to gifted readers at both McKay School, Fitchburg State and So. East School, Leominster. 1973-1974 remedial reading teacher to Navaho children at Cottonwood Day School, Arizona; also Assistant Coordinator, Save the Children Federation and Assistant Girl Scout leader. 1974-1975 Reading Coordinator at Teen Learning Center, Amherst, Mass.

Raymond Sebold:

B.A., Sociology with certification in Math and Social Studies, Cum Laude with teacher training in alternative Education, University of Massachusetts, Amherst, May 1974. Assistant Director, Neighborhood Youth Center on Community Action Committee. Presently full-time back-up leader, math coordinator/teacher, outdoor task group leader, tutor and business manager of the Teen Learning Center, North Amherst, Mass. Taught for one semester at the Holyoke Street

School, Attended the January, 1973 course at Hurricane Island
Outward Bound.

David Katz:

Student at School of Continuing Education, U Mass, Amherst; one
year, elementary teacher; one year baseball coach for little league,
Spring, 1973; is a certified sports official and umpires community
games; full-time back group leader and Creative Writing teacher,
language tutor, high school equivalency examination coordinator
at Teen Learning Center, North Amherst, Mass. (from Feb. 1974 to
present). Presently student in Continuing Education, U-Mass.,
Amherst. One year experience paraprofessional reading and
recreational aide at Stockbridge Plains school. Directly
responsible for the eleven students who have passed the GED
exam at the Teen Learning Center).

Cynthia Barshov

B.A., Psychology with Teaching Certification in Social Studies,
University of Massachusetts, Amherst, May 1975, Magna Cum Laude.
A.A., Liberal Arts, Lasell Junior College, Auburndale, Mass., May
1972. Cabin, dramatics and creative writing counselor for two
summers with third-world and underprivileged pre-teens at Wel-Met
Camps, Barryville, New York. Senior-Clerk receptionist-typist
Commonwealth of Massachusetts Purchase of Service Unit, Boston.
1973 Volunteer at Westfield Detention Center through Juvenile
Opportunities Extension Program, Academic-Career Counselor for
Undergraduates at Butterfield House, U-Mass., Amherst. 1974-75
back-up group leader, tutor-teacher of humanistic psychology and
creative writing at Teen Learning Center, North Amherst.

Dava Murphy:

B.A. candidate in Psychology, U=Mass., Jan. 1976. One year as tutor to emotionally disturbed children at Highland Heights, New Haven. Spring 1974 language and math tutor Teen Learning Center. 1974-75 Advocate Program U-Mass as foster care parent, math tutor and secretary at Teen Learning Center.

Jeanne Deignan:

Presently B.A. Candidate, Concentration in Juvenile Delinquency. Secondary Teaching certificaition in Humanities, Hampshire College, Amherst, September, 1975. A.A. Liberal Arts, Middlesex Community College, Bedford, Mass., May, 1972. Presently, Title I Rotating Teaching Specialist for Region I, language-arts, legal studies at Teen Learning Center; G.E.D. remedial arts, full tutor, program developer of Our House, Greenfield. Jan. 1975 - Supervisor of Student Placement Office Hampshire College from July '74 - Dec. '74. Cabin, Dramatics, store manager and assistant arts and crafts for Camp Nawaka, Otis, Mass, Summer 1974. Paraprofessional in Financial Aid/Placement Office at Middlesex Community College Sept. '73 - June '74.

Diane Olson:

B.A. University of California, Los Angeles, Psychology; M.S., University of Massachusetts, Amherst, Psychology with special concentration in learning theory. Experience working with handicapped and welfare children. Research Staff Member, Harvard School of Public Health; Professional Proposal Writer; Head of Research and Evaluation Component, C.C.E.B.S. Program for minorities education; Participant J.O.E. Conference, University of Massachusetts, Amherst,

Youth Supervisor at Westfield Detention Center; Ph.D. Candidate, University of Massachusetts, Amherst, School of Education; two years college teaching experience. Board member local council Office for Children, Hampshire Franklin Westfield counties 1974-1975. Founder and first Director, Teen Learning Center, North Amherst, Massachusetts from 1973-1974. Co-Director 1974-1975.

APPENDIX B

CHAPTER 766 APPLICATIONS AND APPROVALS, 1974 and 1975

*The Commonwealth of Massachusetts**Department of Education**Springfield Regional Education Center**2083 Roosevelt Avenue, Springfield 01104*

December 3, 1974

Ms. Elaine C. Murray, Director
Teen Learning Center
P. O. Box 5000
North Amherst, Mass. 01059

Dear Ms. Murray:

The Regional Review Board at its November 25, 1974 meeting reviewed the application of Teen Learning Center and do hereby grant approval to the program described in accordance with the provisions enumerated in Chapter 766 of the Acts of 1972.

As you proceed to develop your program during the following year, we would strongly recommend that you note the following areas of concern:

1. We find your rates as presented reasonable, but final review and approval must be forthcoming from the Massachusetts Rate Setting Commission.

Approval is hereby granted for the ensuing school year or until 8/31/75. if your program runs a 12 month cycle.

If you have any questions regarding this matter, please feel free to call us at 734-2167.

Sincerely,

PAUL E. CAOUILLE
Project Director of Special Education

PEC:fm

cc: Ann McGonagle
Jessica Weld

THE COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION—DIVISION OF SPECIAL EDUCATION

**Application for Consideration as
Program Source for Children with Special Needs**

to be submitted each year on or before Sept. 1

Acts, 1972—Chap. 766

Regulations ¶ 800; ¶ 801; ¶ 802; ¶ 803

from: private school
to: Regional Office of the Division of Special Education
if private school is not located in Massachusetts
then form should be submitted to
Massachusetts State Office of the Division of Special Education

1. TEEN LEARNING CENTER (in conjunction with U.Mass School of Education
Humanistic Applications)
full name of private school making application

LOCATION:

Street Address North Amherst School, P.O. Box 500
City or Town North Amherst State Massachusetts Zip 01059

We hereby indicate our desire to be considered as a potential source of programs for children with special needs whose tuition is paid for in part or in whole by state or local funds. We understand that reapplication must be made each year.

2. We have previously applied for approval.
 have not

A. Date of most recent previous application (if any) _____
mo. day year

B. This previous application was submitted to _____
name of organization or agency

C. Action taken on this previous application: _____

3. INFORMATION AND DOCUMENTS PROVIDED: Attached to this form we are providing the application information required by the Regulations. For reference purposes we have assigned a roman numeral to each category of document followed by a letter if there is more than one document in a particular category. Within each document we have numbered consecutively each paragraph. In the spaces below we have then entered the appropriate document and paragraph numbers to indicate the location of the various items required by the Regulations.

document nos.	¶ nos. in document	¶ nos. of Regulations	summary statement of items required
III & IV B	pp. 8-20 B-1 p. 70 p. 38	803.1.....	complete behaviorally specific description of services school is prepared to offer to children with special needs
VIII		802.2.....	description of school physical plant including any adaptations made to accommodate children with special needs

Form 766-4 PROGRAM SOURCE APPLICATION

Document	¶ nos. in document	¶ nos. of Regulations
IV & VI Annex B	pp. 15, 16, 23-24 B4 & B18	802.4.....
ect. II	pp. 3 - 8	802.5.....
ect. VII	p. 26	802.5.....
Materials & equipment for each program are listed after the curriculum description.		
Annex B		802.6.....
Annex B	p. 15	802.7.....
ect. VI	p. 23	802.8.....
ect. IX	p. 39	802.9.....
ect. I	p. 1	802.10.....
ect. VI	p. 23	802.11.....
ect. X	p. 41	802.14.....
Annex A2	A2	802.15.....
Annex A	A3	802.3.....
Not applicable		802.10.....
ect. XII		802.10.....
Annex A	A1	802.12.....
Annex A	A5	802.13.....
at Present		803.2.....

summary statement of items required

- description of facilities, procedures, and personnel used for evaluating children with special needs
- statement of special needs normally served or to be served by the school
- names of professional and non-professional personnel and the qualifications of each such person to provide for the special needs listed in the previous item
- description of instructional equipment
- description of library, including facilities or holdings particularly appropriate for children with special needs
- description of enrollment
- provisions made for medical, nursing, and infirmary care
- statement of legal status, including whether or not the school is incorporated
- requirements for admission
- rates for all children with special needs
- statement of compliance with the Federal Civil Rights Act of 1964

SPECIFIC DOCUMENTS REQUIRED

- certifications of inspections issued by state agencies and the local inspector
- articles of incorporation and by-laws (if any)
- determination letter of tax exempt status
- certifications and licensings obtained by school
- all catalogs of the school and other descriptive materials.
- all educational plans as designated by a core evaluation team for all children currently placed in the school under the Acts, 1972—Chap. 766; no names or other identifying characteristics shall appear on these records

OTHER INFORMATION (optional): We are also submitting additional items of information which we believe pertinent to a full understanding of our ability to provide programs for children with special needs. All such additional information has also been assigned document numbers and within each document the paragraphs have been consecutively numbered. In the space below we have briefly described each additional item of information and identified its location by document and paragraph number.

Document	¶ nos. in document	brief description of additional items of information submitted
----------	--------------------	--

10/27/74

mo. day year

Elaine Murray
signature

Elaine Murray

signature

Director

position or title

545-0143

Telephone number

REGIONAL OR STATE REVIEW BOARD ACTION TAKEN
(this part of form to be filled out by Regional or State Review Board only)

We have reviewed the Application for Consideration as Program Source for Children with Special Needs

dated 10 27 74
mo. day year

submitted by Teen Learning Center (in conjunction with U. Mass. School of Education
full name of private school making application Humanistic Applications)

Our decision on this application is indicated by the checkmark placed in the appropriate box below:

approved rejected

(Reasons for rejecting the application must be stated on a separate page and returned to the private school with a copy of this form.)

11 25 74
mo. day year

Chairman, Region I Regional Review Board

Paul E. Caouette
signature

PAUL E. CAOUILTE

Regional or State Review Board
position or title

printed name

LOCATION:

Street Address 2033 Roosevelt Avenue

City or Town Springfield State Massachusetts Zip 01104

Telephone Number 734-2167

PROPOSAL FOR ACCEPTANCE AS A PROGRAM
SOURCE FOR TEENS WITH SPECIAL NEEDS

BY

TEEN LEARNING CENTER
P.O. BOX 500
NORTH AMHERST SCHOOL
NORTH AMHERST, MASS.
545-0143

Elaine Murray, Director
Dwight Tavada, Co-Director
Diane Olson, Outreach Co-Director

IN CONJUNCTION WITH

UNIVERSITY OF MASSACHUSETTS
SCHOOL OF EDUCATION
DIVISION OF HUMANISTIC APPLICATIONS

Bailey Jackson - Program Advisor
University of Massachusetts
Hills House South
Amherst, Massachusetts

TABLE OF CONTENTS

I.	Teen Learning Center - Present Status and History	1
II.	Special Needs - Description of Needs Filled and Program Justification	3
III.	Our Major Goals - Methods Used to Accomplish Them	8
IV.	Individualized Curriculum Process - How It Works	15
V.	School Schedule	20
VI.	Application & Enrollment - Requirements and Procedures	23
VII.	School Staff	26
VIII.	Physical Facility	38
IX.	Health Care	39
X.	Rates	41
XI.	Cooperation with 766 Personnel	41
XII.	Tax Exempt Status	42
	Annex A Supporting Documents	
	A 1 Certification	
	A 2 Statement of Civil Rights Compliance	
	A 3 Fire/Health Inspection	
	A 4 G.E.D. Testing	
	A 5 Program Handout	
	Annex B Detailed Curriculum	

I Teen Learning Center - Present Status and History

Teen Learning Center is a small school of 30-45 students designed to provide learning opportunities for youngsters between the ages of thirteen and eighteen who are unable to function to their ability in a public school setting.

Our program operates in conjunction with the University of Massachusetts School of Education with Dr. Larry Dye and Bailey Jackson as advisors to the program director. All funding to our program is done through the University. Our program is located in North Amherst in an old grammar school building which is rented from the town; the site is within easy traveling distance to the University and allows us to utilize the vast resources of that institution while maintaining a distance which limits distraction of our students. Teen Learning Center was certified as a private school for teenagers by the Town of Amherst School Committee on June 17, 1974. The Program is not privately incorporated at this date.

Teen Learning Center was initially designed in Spring 1973 to meet the educational needs of Department of Youth Services (DYS) committed youngsters who resided in foster care programs run by the University of Massachusetts - the MARY and Advocate programs. The initial program started in 4 small rooms on the University campus. The population posed special design problems as many of the teens involved had been out of school for long periods of time in detention centers. Many had become, or were well on the way to becoming, institutionalized. While each teen had a very distinctive problem and

personality, the design group shared some characteristics: Most presented themselves as having hardened negative views toward formal education, adult institutions in general, and any value perceived as being irrelevant to them - often meaning any value they perceived their parents or adult authorities to hold. On top of the outward negativism, many of the teens arrived with very little self-respect, many had serious learning difficulties centered on reading, and most had a long history of what they considered "failure". Personal histories showed a preponderance of fractured family ties and bad, if not disastrous, interactions with their home communities. While there were some successes during the first semester of operation, it quickly became obvious that it is a bad idea to run an educational program for teens who were all from the same state agency; the teens themselves resented being grouped as "DYS kids" into the same educational program.

In late Spring 1973 we contacted Reach-out School in Lynn, Massachusetts and spent a good deal of time observing their highly successful operation. Our present school model is largely based on Reach-out, as is our population - about half Department of Youth Services and court referred teens, half non-court related students referred by parents, community agencies and schools.

In September 1973 our program moved to its present site off campus. The program was offered free on a trial basis to surrounding communities during the 1973-74 school year. We only accepted teens who we felt were unable to function effectively in public schools. Students under sixteen were accepted on specific written approval

from their home town school superintendent or probation officer.

Sixteen teens were referred by community agencies outside the Amherst area including: Holyoke Probation Office, Hampshire Regional School District, Northampton School District, Palmer RAP program, Turners Falls School District and Turners Falls Teen Center, and Our House in Greenfield. The parents referred five other teens from outside our region. The rest of our population was composed of teens in DYS foster placements.

In June we had our first eight graduates. Three are now in college, two are waiting admission to college, and three are holding jobs and are self-supporting. While these graduates are our obvious successes, we had many more successes which we feel equally important: a youngster finally learning to read at age 14, many "apathetic" teens finding constructive interests and wanting to learn, and a number of teens turning into capable young adults.

II Special Needs - Description of Needs Filled, Program Justification

While most people are capable of learning in a class room situation, even if it is not their most effective mode of learning, we now know there are some people who do not learn well at all in a traditional group setting. Some people go through different phases of their lives where one learning mode is more effective than another due to situational, emotional and personality factors. Unfortunately our past education system has often not recognized the need for different learning modes and now there are a large group of teens who consider themselves "failures" because they have not been able to achieve well in the standard classroom system. Hope-

fully, the growing flexibility of public systems together with legislation such as 766 will prevent the problem from becoming as prevalent for future generations of teens as it is for this one. While the future may look rosy, there are now large numbers of teens who are so discouraged with the educational process that they dis-
tain all learning.

We are delighted to see that Chapter 71B section 324.6 recognizes that teens 16-21 may need a different program design than prototypes listed and that flexibility is given to school committees in providing an adequate design; we were, however, somewhat disappointed that the special needs of teens - often quite different from younger children - are only alluded to in this one small section.

Many teens who have just recently been "turned off" to education can be brought back into the process with special programs within public school, as long as those programs are not viewed as being stigmatizing or condescending. Many others are so disenchanted with school that there is no real possibility of continued education within the physical structure of a public school building. The same youngster can often be seduced into an education in a setting which does not appear related to any educational structures he/she has known in the past. This is especially true if the stated goal is the achievement of a high school equivalency diploma. The diploma is viewed in a different context than high school graduation; it is a degree awarded to adults who are finishing school on their own and is viewed as a desirable way to achieve the necessary credentials for a job and the beginning of an adult self-supporting life.

Often the achievement of a high school equivalency diploma is not the factor which first seduces the teen into trying our program; some teens come to us first out of frustration and loneliness, others for specific programs we offer and others to test whether or not we really will try to help them learn about "anything they express interest in".

Many teens who have applied to us have been referred back to special programs within their public schools; other applicants whom we feel are appropriate have been aided in negotiating permission from their hometowns or parents - occasionally it is a parent soliciting our help in interesting their son or daughter. The specific problems we have seen which lead to special emotional and learning needs have included the following categories:

1. High School Drop-outs

Throughout our communities there are high school drop-outs. Some are struggling with dead-end jobs, more are jobless and bored "street kids" involved with dope, alcohol and little else. While national labor, education and welfare statistics show us that the drop-out has poor prospects of becoming a productive member of the community ; the problem is still frequently ignored. Our experience leads us to believe that the teen drop-out who has a learning problem or comes from a "problem family" is often easier ignored than the youngster who was viewed as having some potential.

Teens who have been school drop-outs for over six months often find it very difficult to return to public school, especially if the teen is 16 or older and would be returning to a grade level behind his peers. Even when situational problems which contributed to

dropping out can be resolved it is difficult for a long-time drop-out to be able to return and successfully complete school - being in public high school when most of your peers have graduated is in itself a stigma in this society. While adult education programs have aided many people they often are not appropriate for 16-18 year olds who still feel a need to be among peers.

2. Academic Failures and Poor Achievers

There are many youngsters who have no recognizable learning disability but who fail throughout most of their school years just because they learn differently than their peers, or because emotional or personality factors lead to poor attention in group settings. Some youngsters have just barely managed to stay in school, failing often, being passed to the next grade to keep them close to their age group without any special treatment. Once the youth perceives him or herself as a failure it becomes even more difficult to learn and many give up trying before reaching teens. Reversing the failure syndrome is much more difficult in a teen than in a younger child and requires a great deal of individual attention and development of a "failure-free learning program".

While more and more public schools are developing methods for individualized instruction to meet special needs, many schools, especially those in small town areas, do not have the resources to effectively meet the wide variety of special problem learning needs which they run across.

3. The Problem Teen

There are many different reasons for teens becoming disruptive

and a problem for the classroom teacher - or viewed as such. sometimes the teen truly has emotional problems getting along with peers or groups which may need working out; other times there are situations within the community or school among peers or adults which create or maintain problems for a youngster.

Sometimes a situational problem can be resolved by changing the situation. One youngster we had last year was viewed as a "hellion" in her hometown; she was constantly getting into fights in and out of school, talking back to teachers, disrupting the class. Her interactions with her parents and the rest of the community were just as disastrous and she was constantly threatening to run away. We were totally amazed at the girl we got after the descriptions - she was exceptionally bright though emotionally immature and, while she needed a lot of attention, she was easily handled and side-tracked from any disruptive behavior. We were told that her achievements and good behavior with us were being taken back home in the form of improved behavior there too. We do not think we produced a miracle, we just had the resources to provide the kind of energy consuming attention this youngster needed when she first came and we were a new enough situation so that old responses did not work and new ones had to be tried.

The teen with a true learning problem may mask that problem with bad behavior in school; it is more honorable to get suspended or kicked out than to flunk out. Special learning programs which are not perceived as being just for slow learners help immensely, if this teen can be seduced into such a program.

The teen who has been forced by circumstance to adopt adult roles early in life may also be a "problem" in school. While a flexible work-study program in a public school will work well for many of these teens, there are others who just will not fit into a standard classroom. Some of these teens may often appear to teachers as behavior problems; often he or she is highly independent, impatient, and pragmatic with regard to the relevance of education to present survival or future goals. A 14 year old who has been the sole emotional support and main provider to a family of four with one alcoholic parent is not readily accepting of adult authority or any rules which are perceived as needless. At the same time this teen may be very suspicious of adult concern for his or her home life feeling it a possible threat to whatever balance exists.

III Our Major Goals - Methods

A. Preparation for the High School Equivalency Exam

This has been one of our major stated goals and one reason that many older teens come to us. We are certified and do issue a diploma to graduates, but we have found that the equivalency exam serves important functions for us. We have used the exam as one of our graduation requirements, because of its acceptance by many colleges and employers. More importantly, teens view the passing of this state given exam as an adult goal; there is no stigma attached, no question of grade level and no teachers personality can be perceived as entering into the grading.

Our curriculum was consciously designed to stress areas which

are on the high school equivalency exam; the exam is composed of five two-hour long tests and four fifths of the exam involves English or reading comprehension skills. Passing the exam involves passing each of the five tests and also of having a given average on combined test scores. While a teen cannot receive an equivalency diploma until the age of eighteen, it is possible to take the test before the age of eighteen and receive an official statement that the applicant did pass the tests. Prior to our certification the exam results allowed four of our teens to be accepted into college.

This past year we had an arrangement with Greenfield Community College Testing Center whereby they would test students on our recommendation. Our GED Preparation Instructor determines academic readiness by pretesting with simulated GED tests. The core staff decide whether or not to encourage a student to try the exam based on both academic and emotional readiness. We do not recommend that an extremely bright but socially immature 16 year old take the test. On the other, we have sent several mature 16 year olds and one very mature 15 year old, who is now a successful college student.

We have recommended sixteen teens for one or more of the five tests, of those only one has failed due to too low a combined average. Eight of our students have taken and passed the entire test battery, while seven have passed one or two exams each. Any failure really is unnecessary if the standard evaluation procedure is used. Only once did we allow outside pressures to sidetrack us

from our evaluation procedure and that was the one failure which we feel was our own.

We have been told by the testing center that our successes far exceed those of other agencies sending applicants. Despite our consistent success, there is now a question of whether or not we will be able to continue sending teens on our own recommendation. We have been informed that misuse of the exam by military agencies has led to a tightening of regulations and pressure out of Boston to curtail all testing of younger people without a specific written request from a college, potential employer or the military. The irony is that the pressures stemmed from military agencies sending inadequately prepared applicants, yet better preparation programs will be the ones inconvenienced. When we feel a teen is ready to graduate we will recommend that a college admissions officer or potential employer make the testing request. While we can and do issue graduation diplomas we feel that the state exam is a good addition to our requirements and we will continue to look for ways to make the exam more readily available.

B. Motivating Teens to Learn

Our major unstated goal is to teach teens how to learn on their own and motivate them to do so; this requires teaching them that learning is an everyday activity which does not just require a classroom or teacher and which can involve a person's own interests. The staff at the Teen Learning Center makes a commitment to all teens who enter that we will try to help them learn more about anything which they express an interest in, be it cars,

motorcycles, clothes, the opposite sex, or whatever. We use the student's own interest to increase motivation for research and reading - to teach the student how to learn.

Thus, one of the major characteristics of our program is its emphasis on making every reasonable attempt to tailor a program around the individual student's interests as well as needs. This is an important step in the beginning phases of a student's introduction to the school, in that it creates a trust in the staff necessary to any further progress, and it also provides the students with a form of attention which they are very unused to and which most need very badly. This system requires a great deal of commitment and follow-up on the part of the staff, for it is largely on staff awareness and interest in the students that the school relies. It is in this atmosphere of trust (to the extent that we can realistically create it) and one-to-one contact, that a student can become aware of and sensitive to himself and other people.

We do not, of course, always succeed, but we really do try and this seems to create some trust in us. An example is a teen who had been a high school drop-out for 2 years and who expressed his sole interest being "demolitions" in a very surly and sullen attitude. We were unable to locate anyone doing demolitions who would take him on, but the fact that we tried led him to open up about his real interests and to talk about "dreams" for his future; this teen did get his high school equivalency, a diploma from us and is self supporting with a reasonable job. We have successfully used teens' expressed interests in chess, modeling, guitar, livestock animals, silversmithing and driver education.

C. Social and Personal Development

Many of the students who come to us have serious self-doubts and do not know how to set goals. We hope that all of our students will be capable of realistically setting goals for themselves by the time they leave us. Successful goal setting involves the ability to realistically assess one's own needs and abilities and the self confidence to tackle problems and acquire necessary skills. We have consciously designed our program with a mixture of individual and group decision making processes to help our students develop both as autonomous individuals and as contributing members of our group. We also consciously try to examine values as they are expressed in any context of the school; we do not try to impose any values on our students, but we try to help them see how values are formed and what their own values are. The following parts of our program are utilized for social-personal development as described:

1. Individual Development and Goal Setting

- a. Each student helps to make up his own study schedule which may revolve around a major stated interest.
- b. Students have access to, and help to keep their own records. (not including attendance)
- c. Vocational counseling and career planning information is presented on both an individual and group basis.
- d. Personal counselling happens daily on an informal basis, but teens with more severe problems are made aware of professional services which are available both through the University and through local agencies.

- e. Individuals are encouraged to try independent and work study projects as the staff feels that they are ready.
- f. Graduation requirements include the preparation of a "living plan" as well as passing the equivalency exam. Students think out their short term and long term goals and present at least an outline of steps they intend to use to achieve goals. This 'plan' is presented to the back-up group for comment on its realism.

2. Social Development

- a. Participation in group decision-making for the program is a requirement of our students. All major policy decisions for the school, outside of academic programming and relationships to outside agencies, are made in a bi-weekly group meeting. Each student and each full-time staff member has one vote. The group meeting decides how we will deal with behavior problems, what rules we will make and enforce, what special activities will be planned and make suggestions for changes in program structure. The staff have often debated the sanity of taking some decisions to a student-staff group, however, the group meeting has been highly successful in generating realistic solutions to problems. Occas-

sionally an unrealistic solution is voted on and tried for a week; then the students themselves urge a change. A prime example is the creation of a student-staff committee to deal with attendance problems and "breaking contract". Each student signs an admittance contract which states that the student will (1) attend regularly (2) respect fellow students, staff, and property and (3) will not bring any illegal items onto school property. The enforcing mechanism for the contract was developed in group meeting and consists of a committee of three students and two staff who discuss the contract breaking with the student in question and try to come up with a solution to whatever problem exists.

- b. Class involvement is important for development of social abilities. Many of our teens did not function well in a public school because classes were not structured to allow them to participate at their own level of either ability or interest. Many of our students are unsure of themselves and afraid of competition with peers. We consciously try to avoid competition with peers; we try to support group projects, avoid competition in classes and stress cooperative problem solving wherever possible.
- c. Specific class offerings are geared to help teens develop a perspective of their own lives in the

context of a larger community and of history:

- (1) Social Studies
- (2) Afro-American Studies
- (3) Life Styles
- (4) Sex education - mainly designed to help teens look at their own and society's values surrounding sex roles, family, parenthood, and sexuality.
- (5) Careers exploration.

IV Individualized Curriculum Process - How It Works

Each student who enters the Teen Learning Center is tested with the California Tests of Adult Basic Education (TABE). This test is divided into components which are very similar to the High School Equivalency Exam sections, and, therefore, gives us a rough indication of how close a teen is to being able to pass that exam.

The test scores are broken down to the following areas:

- A. Reading Comprehension - total score
 1. Reading Vocabulary - total score
 - a) Math words score
 - b) Science words score
 - c) Social Science words score
 - d) Basic vocabulary score
 2. Reading Comprehension - total score
 - e) Following written directions
 - f) Finding information
 - g) Understanding what is read

B. Arithmetic

1. Arithmetic Reasoning

- a) Knowing the meaning of numbers
- b) Knowing signs and symbols
- c) Working word problems

2. Arithmetic Fundamentals (are broken down further into areas such as decimals, percentages, fractions, whole numbers; a student's score low in multiplying may mean percentages and this can be checked easily on the second scoring sheet).

- d) Adding
- e) Subtracting
- f) Multiplying
- g) Dividing

C. Language - total score

1. Mechanics of English

- a) Capitalization
- b) Punctuation
- c) Using words correctly

2. Spelling

Once the testing is completed, a graph is constructed which shows relative grade level of achievement for each of the categories listed above. The graph is discussed with the student and both strong points and weak points are made obvious.

After the student's testing is completed and the graph has been constructed the student makes up a study schedule together

with his or her group leader. Each student is given five different options for method of studying in a given area:

1. Individually Programmed Instruction (IPI)

The TABE tests which are given to all our students feed into a programmed instruction system which we have purchased from Rehabilitation Research Foundation. The specific items missed on the test will allow a scorer to list not only the programmed material covering that area, but also the page number or frame number in that programmed text. This means that each student can start from where they are in a given area and work from that point on. The programmed system utilizes instruction material from over ten major educational publishers including: McGraw Hill, Encyclopedia Britannica, and Harcourt Brace and Johanovich. Each unit of instruction has a test following it and an alternative material to use if the first material was not sufficient for the student to learn the material.

2. Class or study groups

Classes available are listed on our weekly schedule, but students may add additional classes. If any group of 3 or more students wants the same class, we will try to find an instructor and add the class to the schedule. Last Spring we added a class to help students with the drivers test and a special animal live-stock project was developed based on student requests.

3. Tutorial

Most of our students have at least one tutor. If the student is particularly weak in a subject area then we will try to convince

the student to have both a class and a tutor or do programmed instruction as well as have a tutor.

4. Independent Study

Some of our students are motivated enough to follow their own course of study with some supervision and may make up an independent study contract with a full-time staff member. We generally recommend only one independent study contract at a time for our students.

5. Work Study

We really mean "study by working" and try to urge students who have jobs to work together with a staff member to see what they learn while they are working at that job; similar to #4.

A student who has been out of school for a year or two before coming to us may not have a schedule which reflects the total academic need of that student. Instead, we may start the student out with mainly programmed instruction in English and try to revolve all other work around a primary interest which that student has. This situation is rare, most students cover at least four subject areas each semester, but a singular subject schedule is acceptable to us under certain conditions. An example would be a student who entered after one year of almost isolation from peers; in his foster home setting he played guitar and watched T.V. and did little else. It was literally impossible to get this student to do testing, attend classes or do anything besides "hang around". We finally wrote a schedule where 60% of his time with us was spent in guitar instruction; he discovered that to be serious about music he had to read and do basic math. Since last October 1973 he has followed a normal schedule and recently retested and showed

an improvement of 3 grade levels in several topics.

For students who are resistant to scheduling we may leave many goals initially unwritten and assign a staff member or an older student to "pick up" on the student whenever he is hanging around doing nothing. The assigned person will attempt to get the student involved in a class, a science kit, an educational game, a book, or even a discussion of interests. We allow a degree of free-floating for about a month after a student enters the school if he is particularly resistant to any scheduling; after this period of time we start applying strong pressure and point out that we exist to help teens who want to learn. If the student does not want to learn perhaps we can help him find another place to be doing something which would interest him more. Actually, our seduction technique works well in most cases; we have only had two students who accomplished little with us.

We offer classes and tutorials in a wide range of subjects, probably very similar to public school. The differences may be:

- 1) that we stress individual students' needs to the point of being willing to attempt to "seduce" teens into learning situations,
- 2) that we have a large enough tutoring pool to be able to offer that option to each student and
- 3) we have immediate access to the University's vast resources.

A detailed description of our curriculum may be found in Appendix B at the back of this paper. The following list is a summary of the specific curriculum areas offered by the Teen Learning Center, into which our class offerings, tutorials, and Independent studies fall:

- A. Language Skills, Reading Comprehension, Writing and Communication skills.
- B. Mathematics
- C. Music
- D. Arts and Crafts
- E. Physical Education
- F. Social Studies
- G. Natural Sciences
 - 1. Animal Science
 - 2. Biology
 - 3. Environmental Studies
- H. Additional Electives
 - 1. Conversational Spanish
 - 2. Learner's Permit Education Class
 - 3. Drama
 - 4. Automobile Science
 - 5. Office Skills
 - 6. Media

V School Schedule

A copy of our weekly meetings and class schedule may be found on page 21 and a sample of an individual student's schedule on page 22. The school day starts at 9:00 AM and runs until at least 1:30 PM. Independent studies, work studies and tutorials are often scheduled for later in the afternoon, as are camping and hiking trips.

The actual instructional time varies greatly depending on an individual student's negotiated schedule. Schedule negotiations have been described in Section IV. Many of our students are drop-outs who have been out of school for as long as one or

SCHEDULE OF CLASSES

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Staff Meeting ----- Guitar	Large Group Meeting	Chopper's Back-up Group Shorthand Typing	Staff Meeting Ray's Back-up Group	Shorthand ----- Guitar
Language Class On Becoming a Woman G.E.D. Prep.	Language Class ----- Media	Language Class ----- Sex Ed. 10-12 G.E.D. Prep.	Language Class ----- Macrame	Language Class ----- On Bec. a ♀ Science Pol. Pow. & Gov.
Afro. Am. ----- Careers I.C.E. Phil's Back-up Group	Biology ----- Guitar ----- Creative Writing	Afro. Am. Psychology ----- Internal Combustion Eng. (I.C.E.)	Guitar ----- Creative Writing	Afro. Am. ----- Typing
Silver ----- Media ----- Billiards	Staff Meeting ----- Chess Class ----- Typing	Yoga ----- Media ----- Staff Meeting	Marilyn's Back-up Group ----- Leather ----- G.E.D./Soc. Studies ----- Chess Class	Staff Meeting ----- Media
		Writing Class		

NOTE: Independent Studies and tutorials may be scheduled in place of classes or may occur after classes in the afternoon.

WEEKLY TIME SCHEDULE

STUDENT: Jerome Whate

DATE: 9/74

BACK-UP GROUP LEADER: Dwight Tavada

NOTE: Fill out three copies, one for you and two for your Back-up Group leader.

evening

8 9 10 11 12 1 2 3 4 5

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

Independent Reading

Reading tutor (Marilyn)

Back-up Group

Reading tutor (Marilyn)

Independent Reading

Afro. Am.

Media

Afro. Am.

Media

Afro. Am.

History

Class

History

Class

History

Media

Independent

Media

Math Tutor

Math Tutor

Class

Math Study

Class

(Dwight)

(Dwight)

G.E.D.

G.E.D.

Math Preparation

Math Preparation

Writing

Class

7 PM Grammar Tutor

7 PM Grammar Tutor

two years; often the student has been registered in school but attendance has been so poor that he or she has been effectively truant for up to a year. We try to create schedules with as many hours of tutorials and classes as possible, but we are more concerned with having a schedule which honestly reflects the amount of time the student is going to put in. The scheduled time can be negotiated together with a school evaluation committee, but our students must have an input and agree to the terms of any schedule created. We feel that involvement of students in their own goal setting is one of the more important aspects of our program.

Our school year calendar corresponds to the University of Massachusetts calendar. When the University has long breaks, we do plan special field trips and camping events, but do not run on our regular schedule.

VI Application & Enrollment - Requirements & Procedures

A. Eligibility

Any Department of Youth Services committed or court referred teen who is in a UMASS foster placement program is automatically eligible for our program. Teens who are not in those foster care programs are accepted if they are eligible and funding is available, unless our enrollment quota is filled.

Any student between 13 and 18 is eligible for our program, if she or he can present a valid reason indicating that our program will benefit them more than public school. To this point our evaluations of need have been purely subjective but usually based on combined reports from the applicants themselves, parents,

school counselors, community social service agencies, and probation departments. We do not feel that all students belong in our program or a similar program and we have referred many applying students back to special programs in their public schools, where such have been available. In the past students under 16 have been accepted with written approval from home town school superintendents.

We look for teens who need more individualized attention than most public schools can provide or for older teens who are ready to go on to jobs or college. Specific types of teens we look for include: teens who have either dropped-out or are recommended to have a strong potential for dropping out, teens who have learning problems based on emotional or attentional factors rather than physical disability, teens who present behavioral problems which may lead to delinquency if not rerouted; and youngsters who show a large discrepancy between performancy in public school and tested (or subjective) analysis of ability,

Last year our program was free, this year the necessity for tuition requires that some state agency or 766 evaluation committee finds the applying student eligible and pays tuition; most of our youngsters come from families which cannot afford any tuition. We will inform parents and agencies who refer teens how to contact their local 766 evaluation committee. We realize it is going to take a long time before 766 criteria and procedures are standardized across communities and know that there will be an occasional teen over 16 whose case will take a long time to resolve. We hope to provide some temporary or conditional scholarships to teens

over 16 years old whom we truly believe belong with our program.

B. Admission Procedures

There are four steps in our application procedure:

1. Written application - the form we use is on page 25b.
2. Primary Interview - this interview with a full-time staff member is primarily for the purpose of asking the teen and supporting adult information about the student's eligibility. If an applicant appears eligible for 766 funds the procedures for applying to an evaluation committee for a 766 evaluation will be explained, if the youth is a DYS or court-referral this will be noted and steps taken to discover the teen's funding eligibility through DYS. At this point the program director may suggest an alternative program or special program within public school if it appears more reasonable for the applicant.
3. Visit - we require all applying teens to visit for a day before they have their final interview. The day's visit gives the teen a better idea of what he or she will be getting into and allows us to get some impressions of the youngster and his or her reasons for applying to us.
4. Interview - the final interview is with a second staff member and one of our students; an attempt is made to discover what interests the student has, the real reasons for application to our program, and to present the student with our requirements and our contract, to see if these are acceptable enrollment conditions to the applicant. The student and staff member then make a written recommendation concerning acceptance.

TEEN LEARNING CENTER

ADMISSIONS CONTRACT

I, _____ accept membership in the Teen Learning Center, knowing that I will be responsible for regularly attending. I will make a commitment to respect my fellow students, staff, and the school.

What I receive from the center will be largely determined by my own investment of time and energy, and my own willingness to explore new ways to learn.

I promise not to be involved in the possession, sale or use of illegal items (Drugs, Weapons, Etc.) around the school, for this would be harmful to the entire Center.

NAME _____

DATE _____

ADMISSIONS APPLICATION

229

TEEN LEARNING CENTER
 Old No. Amherst School
 No. Amherst, Mass.
 01002

DATE: _____

(Your acceptance will be based on a personal interview and
 this form)

Name _____ Birthdate _____

Address _____ Phone _____

Who are you living with?

Your Parents? _____ With other relatives? _____

M.A.R.Y. Program? _____ In the Advocates Program _____

With Foster Parents? _____

In another live-in Program _____ Program name: _____

Name of adult you live with _____

Work phone: _____

What was the last school you went to? _____

Town the school is in: _____

What grade were you in? _____

What was your best subject in school? _____ Your worst Sub. _____

What did you like most about school?

What did you dislike about school?

How do you think that you learn best?

By talking to people? _____ By doing something by yourself? _____

By being in a class? _____ By doing something with others? _____

By watching T.V.? _____ By solving a problem? _____

By reading a book? _____

Do you know how you would like to be living 5 years from now? yes? no?

If the answer is yes, do you know how to get where you want to go?

Is there anything that you would really like to learn more about?

Why do you want to come to the Teen Learning Center?

5. Admissions Evaluation

The core staff of the program determine whether or not an applicant will be accepted by reviewing and discussing all information acquired in the other steps of application. Conditional acceptance and placement on a waiting list will occur if a) the program is full, b) the student is awaiting expected approval from a 766 evaluation committee. Refused admission is accompanied by an explanation and alternative suggestions.

6. The contract on page 25a is signed by all entering students.

VII School Staff

A. Staff Selection & Supervision

Brief resumes of our present staff are presented at the end of this section. Our program is almost entirely staffed by University of Massachusetts graduate and undergraduate students who receive school credit for their participation in our program. Many of the staff are people who are certified teachers or professionals in social service work who have returned to the University to obtain higher degrees.

Our staff includes ten people with a full-time commitment and salary and an additional eighteen people who are involved in individual tutorials or who are teaching a class. Present full-time staff were selected by the Director and Co-Directors and approved by University advisors. Our reading coordinator selects English tutors and matches them to individual students. Two of our core staff act together as math coordinators selecting math tutors.

Our program is used as both a teacher-training site and as

an internship site by many departments of the University including these programs in the School of Education: Teaching in Alternative Schools Program (TASP), Explorations, Human Development, and Crime and Delinquency. The interactions with these departments generally involve our staff member having a supervisor from the University department, as well as participating in our own in-service training program run by Elaine Murray. Mr. Harold Washburn is Director of the Explorations program; Dr. Terry Dumas supervises the Human Development interns; Dr. Larry Dye directs the Crime and Delinquency trainees and Jackson Bailey coordinates all Humanistic Applications students. Many departments of the University outside of the School of Education give independent study credits and provide supervision for individual staff members; in 1973 and 1974 department interactions have included departments of: psychology, sociology, political science, zoology, physical education, and animal science.

In-service training for full-time staff includes a daily 30 minute staff meeting before regular school starts and a weekly afternoon meeting to review all student problems, to share techniques and to deal with any major policy issues concerning programming. In addition, all staff members who are doing student teaching or major internships in our program participate in a teaching methods course taught by Elaine Murray. Topics of this course include: rationales for alternative education, philosophes of education, learning theories, identification of learning disabilities, behavior patterning, evaluation and testing. This

course is designed to apply theories to experiences the staff members are encountering in the Teen Learning Center, as well as to devise more effective methods by which our students can become learners. Tutors who are working with individual students in English also have a weekly meeting with the reading coordinator to report on students' progress.

We are presently evolving a structure to handle hiring in future years. We hope major administrative positions will be hired by consensus vote of a committee which has equal representative from a) a Community Advisory Board or eventually from a Board of Directors, with University Representation, b) the staff at the time of hiring, and c) the students.

The emphasis on hiring requirements has frankly been intuitive to date; we seek out people who we believe will work well with our teens. We are more concerned with staff who have shown an ability to work with troubled people, and especially problem teens, than those with long teaching experience in public schools - sometimes the two experiences coincide, sometimes they do not. We seek people who are themselves excited by learning, and can convey their own sense of interest to others. We especially look for people who are highly motivated, open about themselves, sensitive to others' responses, and are capable of handling personal crisis situations with common sense. We seek people who are innovative and capable of running programs by self initiative.

We have found many staff members with these attributes who are university students themselves, the programs they conduct and

the classes and tutorials they teach are supervised by staff members who are certified teachers.

B. Job Description of Teen Learning Center Staff

1. Program Director

(a) Coordinates total program

(b) Supervises

(1) Sets agenda and chairs daily staff meeting

(2) Supervises subject area coordinators

(3) Provides methods course

(4) Oversees staff-student link ups

(c) Supervises all administrative duties

(1) Supervises Task Forces

(2) Serves as Director of Budget Task Force

(d) Acts as Program Representative and Negotiator to:

(1) the University Departments and Administration

(2) Amherst School Board

(3) Amherst Town

(4) D.Y.S. and other funding agencies

(e) Responsible for Program Development

(1) Serves as resource for staff

(2) Insures follow-up on program innovations and changes.

2. Academic Co-Director

(a) Assists and Monitors Area Coordinators

(1) Oversees class and tutorial scheduling

(2) Sees that coordinators maintain student evaluation sheets

- (3) Administers recruitment of needed tutors or instructors
 - (b) Is responsible for daily program maintenance
 - (1) Assures that classes and tutorials are effective and reliable
 - (2) Monitors and assists Back-up Groups
 - (c) Responsible for monitoring record and evaluation system
 - (d) Serves as student advisor
 - (e) Serves as link to foster care programs
3. Out-Reach Co-Director
- (a) Serves as program representative to student referral agencies
 - (b) Will direct all administrative interactions involving Chapter 766
 - (1) Will provide information to school districts and evaluation committees
 - (2) Will negotiate contracts with evaluation committees
 - (c) Responsible for developing funding sources
 - (d) Serves as resource for program development
 - (e) Assists director with external interactions and resource procurement
4. Reading Coordinator
- (a) Coordinates total Language Arts Program
 - (1) Coordinates all English classes

- (2) Teaches basic language arts class
- (3) Coordinates English tutorial program
- (4) Provides resources and materials to teachers and tutors

(b) Is responsible for evaluation of students reading needs

- (1) Receives and follows-up referrals from entering student's tests and teacher's comments
- (2) Administers reading diagnostic testing
- (3) Monitors evaluations of students with reading problems

5. School Secretary

- (a) Typing
- (b) Filing
- (c) Coordinating activities in office
- (d) Ordering Materials
- (e) Teacher of secretarial skills
- (f) Over-all organizer of office

6. Key Staff Members (full-time) - There are 5 roles of key staff

(a) Back-up Group Leader (6-8 students each)

- (1) Helping students schedule time
- (2) Keeping student records
- (3) Contact with student's advocate and/or school counsellor or parent
- (4) Leader of weekly Back-up Group meeting
- (5) Follow up on student needs
- (6) Resource person

(b) Area Coordinator of one of the following areas:

- (1) G.E.D./I.P.I.
- (2) Social Studies

- (3) Math
- (4) Arts/Sciences

- (a) Organize own section of scheduling board for classes, tutorial, I.S.
- (b) Recruit needed teachers & tutors in area if needed
- (c) Coordinate evaluation sheets at beginning & end of term
- (d) Give teachers & tutors in area if needed
- (e) Develop resources in area of study
- (f) Order materials for teachers & tutors
- (g) Assess students' needs & interests and make sure an offering meets these needs/interests

(c) Task Force Leader of one of the following areas:

- (1) School Budget & Administration
- (2) External Affairs (school trips & activities)
- (3) Internal Environment (aesthetics, decorations, bulletin boards, furnishings, renovations, and clean-up organization)
- (4) Evaluation (Academic Assistant Director)
- (5) Food

- (a) Organize an effective task force to complete tasks (i.e. recruit members from students & staff)
- (b) Define task force goals
- (c) Set meeting time if necessary
- (d) Group Leader
- (e) Report to Community Group Meeting

(d) Program Developers

- (1) Help set direction for school
- (2) Contribute to daily information staff meetings
- (3) Participate in weekly support/methods group meetings
- (4) Be aware of developments in the field of alternative education

(e) Teachers & Learners

- (1) Offer at least two class or tutorial offerings
- (2) Keep up with research in specific area of study
- (3) Keep up with happenings in alternative education
- (4) Assess students' needs & goals and direct teaching towards those goals

C. Description of Full-Time Staff

Brief summaries of our staff resumes follow. Fuller resumes

may be provided on request.

Elaine Murray: Presently Teen Learning Center Program Director B.A. Loyola University, History; M.A. Columbia University Teachers College; Secondary Certification, August 1968; Presently Ed.D. Candidate in Educational Leadership University of Massachusetts School of Education.

Elaine had three years high school social studies teaching experience with two years as Dean of Seniors, and two years as Assistant Chairman for Non-Western Studies at Washington Irving High School, New York City.

She also had three years administrative medical secretarial experience.

From 1973-74 Co-Director of Teen Learning Center and teacher trainer.

Elaine has been actively involved with juvenile reform for the past two years. She was chosen by the programs founder in 1973 because of her ability as Co-Director to work with problem teens, her organizational and administrative ability and her common sense.

Dwight Tavada: Presently Co-Director Teen Learning Center B.A. Education, University of Massachusetts; Mass. Teaching Certification Grades K-8, May 1973; Mass. Guidance Counselor Certification August 1974; Presently Masters Candidate, University of Massachusetts School of Education.

Dwight has had community development experience as a consultant to ABCD House (Action for Community Development) in Boston, has been a member of the National Black Educators Association for 3 years,

was a University dormitory counselor for one year, and taught a University of Mass. course on Juvenile Delinquency.

Dwight has been actively involved in teen counseling for three years. He spent one year as Director of Recreation for "Brighter Day" program in Boston, was House Coordinator for U.Mass M.A.R.Y. foster care program 1973-74 and M.A.R.Y. Program Coordinator, summer 1974.

Dwight was selected as this years Program Co-Director on his demonstrated ability to work with teens problems and motivate teens to learn.

Diane Olson (Hinkle): Program Founder and Presently Out-Reach Coordinator

B.A. U.C.L.A., Psychology 1964; M.S. University of Massachusetts, Psychology with special concentration in Learning Theory 1967; Presently Doctoral Candidate, U.Mass School of Education. Certifiable in Secondary Social Studies.

Experiences in working special needs of children include: two years experience working with handicapped and disadvantaged children in camping program; U.Mass Juveniles Opportunities Extension Conference; 1972-73 Youth Supervisor at Westfield Detention Center; a year and a half experience as foster parent and one year as Board Member of Local Council for Franklin, Hampshire, and Westfield Counties. Founder and Director Teen Learning Center 1973-June 1974.

Academic and Administrative experiences include two years part-time college teaching psychology (Northeastern University of U.Mass); 2 years as corporation appointed research staff member at Harvard School of Public Health; year as Director Research & Evaluation component. Program for minority Education, U.Mass and one year as Director Resources Component (C.C.E.B.S.).

Karen Brazeau: Presently Reading Specialist at Teen Learning Center Associates Degree, Liberal Arts, Berkshire Community College 1971; B.S. Education, Fitchburg State College 1973, Language Arts Minor; Mass. Teaching Certification June 1973.

Karen student taught low-level reading class as well as total range elementary subjects at Individual Guided Education School during her time at Fitchburg State. She had a language arts minor and several advanced courses in teaching reading including a graduate level seminar.

Karen was Assistant Coordinator for the "Save the Children Federation" as well as a remedial reading teacher for Navaho children at Cottonwood Day School, Arizona 1973-74. She also received leadership award for work with the Girl Scouts 1974.

Raymond Sebald: Presently Mathematics Coordinator at Teen Learning Center

B.A. Sociology with teaching certification in Math and Social Studies, University of Massachusetts May 1974. Past Assistant Director, Neighborhood Youth Center and on the Community Action Committee. 1973-1974 full-time back-up group leader, social studies teacher, math tutor and business manager of the Teen Learning Center.

Ray provides a wide range of resources for us from knowledge of rock climbing and automobile engines and sports to ability to actually interest teens in math.

Patricia Murphy:

B.A. Candidate in Human Development Education, U.Mass; Certification in Women's Studies, December 1974.

Pat spent a year as a Volunteer in Juvenile Opportunities Extension Program at Westfield Detention Center. She was also a core staff member and tutor in the summer J.O.E. day program for teens at U.Mass, member of Southwest Residential College Budget Committee and Academic Policy Board. Pat taught a course on Women and the University and has a year's experiences as counselor and staff member for U.Mass Southwest Women's Center. 1973-74 full-time staff member, back-up group leader, G.E.D. tutor, mathematics teacher of Teen Learning Center. Advocate in U.Mass foster care program.

Pat has an incredible ability to work with teens who know one else seems able to reach, she is inventive and reliable.

Marilyn Beaucage:

Presently on Dean's list, U.Mass, majoring in Special Education of Problem Adolescents. 1973-1974 Board Member, Council for Children for Hampshire, Franklin & Westfield Counties. Volunteer in Juvenile Opportunities Program at Westfield Detention Center and Volunteer at Belchertown State School. Marilyn helped organize the Poor Women's Task Force at U.Mass. She is the mother of two children with special needs and has been a foster parent for a teen for a year. 1973-74 full-time staff, Individualized Prescribed Instruction Coordinator and social studies teacher, Teen Learning Center.

Mila Ruth Cardinal:

Sociology major U.Mass. Ruth spent two years as a Nursery School teacher and 1 year as a teacher's aide. She organized a Teenage Drop-in Center in Springfield and was an Outreach Worker in a city Drug Abuse Program. Ruth has been Spanish Specialist for a Springfield Community Opportunity Program, and a Spanish consultant for Westfield Detention Center. 1973-74 full-time staff, back-up group'

leader and Spanish teacher in Teen Learning Center.

David Katz:

presently a student in the School of Continuing Education U.Mass. David spent one year elementary teacher at Stockbridge Plain School and one year as a baseball coach for Little League. 1973-74 full-time staff member, back-up group leader, creative writing teacher, language tutor and high school equivalency examination tutor Teen Learning Center.

David came to us as a part-time tutor and quickly developed into one of the best full-time teachers we have. He is directly responsible for 8 G.E.D. exam graduates.

Phillip Traunstine:

B.A. Sociology U.Mass August 1974; Secondary Certification Social Studies pending. 1973-74 student taught social studies, taught crafts and music and supervised ecology studies program Teen Learning Center. Phil spent one year as a staff member at U.Mass Craft Center.


Phil's abilities in outdoor and craft skills have helped many teens find an interest.

Dava Murphy:

^{Jan 1976.}
Undergraduate in Psychology U.Mass. One year as tutor to emotionally disturbed children at Highland Heights, New Haven. Spring 1974 language and math tutor Teen Learning Center. 1974-75 Advocate Program U.Mass as foster care parent, math tutor and secretary at Teen Learning Center.

Annex A - Supporting Documents

- A 1 Certification Letter
- A 2 Statement of Civil Rights Compliance
- A 3 Fire Inspection
- A 4 Letter on G.E.D. testing 1973-1974
- A 5 Handout Program Description



THE PUBLIC SCHOOLS
OF AMHERST, MASSACHUSETTS

SCHOOL ADMINISTRATION OFFICES
CHESTNUT STREET
AMHERST, MASSACHUSETTS 01002

June 20, 1974

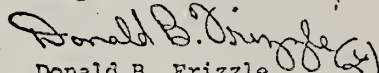
Miss Diane Olson
Teen Learning Center
No. Pleasant Street
No. Amherst, Mass.

Dear Diane:

This letter is to formally notify you that the Amherst School Committee voted at their meeting on June 17th to approve your application for private school status for the purpose of preparing students for the high school equivalency examination.

I want to thank you for the very careful and detailed documentation you submitted with your application. They were rare in their excellence.

Respectfully,


Donald B. Frizzle
Superintendent of Schools

DBF:pl

Statement of Compliance with the Federal Civil Rights of
1964

(1). The University of Massachusetts and all associated programs, including the Teen Learning Center, comply with the Federal Civil Rights Act of 1964. The University enforces compliance of all associated programs.

Teen Learning Center does not allow discrimination against applying students, students, staff or applying staff on the basis of race, color, religion, sex or national origin.

Health/Fire Inspection

The building which the Teen Learning Center occupies is owned by the Town of Amherst and, as such, is inspected yearly with all Town used property. The building is an old grammar school which was used by the Amherst School System up to 6 months before our occupancy.

We have requested a new inspection and statement from the Town Building Inspector. The inspection has been completed and we are now awaiting a confirming document which will be forwarded to your office.

Town of

246

AMHERST *Massachusetts*

INSPECTION SERVICES DEPARTMENT

October 31, 1974

Ms. Elaine Murray
Director
Teen Center
P. O. Box 500
North Amherst, Mass. 01059

Dear Ms. Murray:

I have inspected the area of the North Amherst Grammar School used by the Teen Center and find that it meets all public safety requirements.

Yours truly,



Chester Penza
Director
Inspection Services

CP:crf



GREENFIELD COMMUNITY COLLEGE

Greenfield, MA 01301

(413) 774-3131

*Director of Career Counseling & Placement**Robert Mugar Yacubian*

February 20, 1974

Ms. Diane Olson
Teen Learning Center
Old North Amherst School
P.O. Box 500
North Amherst, MA 01059

Dear Diane:

This is to verify our agreement regarding GED testing of students from your center. We would be willing to test any youngsters from your center whom you recommend.

Upon successful completion of the five (5) tests, every student will receive an official statement from us giving the results which will enable the student to apply for certification (when he/she turns 18 and his/her original class has graduated) and receive certification from the Massachusetts Department of Education.

Sincerely,

Robert M. Yacubian
Chief Tester

RMY:clh



Program Director:
Elaine Murray
Academic Co-Director:
Dwight Tavada
Out-Reach Co-Director:
Diane Olson

TEEN LEARNING CENTER
P.O. Box 500
North Amherst School
North Amherst, Mass. 01059

The Teen Learning Center is a small alternative school designed to provide learning opportunities for youngsters between the ages of twelve and eighteen whose experiences in school have been those of consistent failure, and whose present academic needs therefore now extend beyond the scope of the classroom. The school's specific, stated, and ultimate goal is for the students to take and pass the high school equivalency exam (GED), while its underlying, though equally important, goals are to lead the students to learn their strengths; to point out and overcome students' academic weaknesses in a supportive atmosphere; to help the individual student reintegrate him/herself into a learning situation from which many have long been alienated; to re-establish their self-esteem, and thus, ultimately, to learn about and grow more comfortable with themselves as learners and as a positive force in society.

There are no grades at Teen Learning Center. Tests are used only to help the teen and staff decide what areas of study the teen needs help with. Students demonstrate their achievements through various methods which are worked out with the staff individually. Each student's progress and achievements are kept track of in a portfolio which is open to the student at all times.

Teen Learning Center does have structure and requirements, but the teens have a great deal of flexibility in how the requirements are met. There is also a variety of learning options, other than class study groups, such as tutorials, independent studies, and work studies.

There are four basic learning areas into which all classes, tutorials, and independent studies fall: LANGUAGE, ARTS AND SCIENCES, SOCIAL STUDIES, MATH & VOCATIONAL TRAINING. A fifth, GED/IPI, may be included, but it is more an area drawing on and applying materials from the other four areas.

Many learning experiences are more suited for a one-to-one staff-student tutorial or independent study, and in fact, any course can usually be arranged on such a basis. While there were classes in both language arts and math last semester, a good number of students worked one-on-one with tutors in both areas. What is important is that each student has a choice between classes and tutorials, or both, and the choice is basically the student's.

Besides passing the high school equivalency exam, a major goal of the Teen Learning Center is for students to realize they can determine the goals they set for themselves both now at the Teen Learning Center and later in life.

THE COMMONWEALTH OF MASSACHUSETTS

DEPARTMENT OF EDUCATION

Springfield Regional Education Center

2083 Roosevelt Avenue, Springfield 01104

October 10, 1975

Elaine C. Murray
Teen Learning Center
P.O. Box 500
Amherst, M A 01059

Dear Ms. Murray:

The Region I Regional Review Board has reviewed your application for approval as a program source under Chapter 766 of the Acts of 1972. After investigation and discussion, we find your program qualified to render services to children in need of special services. You are hereby approved as of the date of Board action September 2, 1975; your expiration date is one full

DATE OF RRB APPROVAL

year from date of issue.

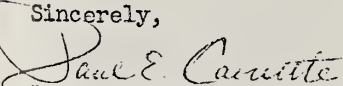
Though the Regional Review Board has approved you as a program source, you must still get your rate approved by the Massachusetts Rate Setting Commission. Please contact Ms. Susan Leary, Bureau of Child Placement & Registry, 182 Tremont Street, Boston, MA 02111, Telephone (617) 727-5440 for procedural details.

On or before your approval expiration, you must formally request of the Regional Review Board reconsideration for continuance of approval. THIS WILL BE YOUR ONLY NOTICE OF SAME.

We wish you continuing success in your efforts to assist local school districts in their implementation of Chapter 71 B (Chapter 766 of the Acts of 1972).

If you have any questions regarding your approval, please feel free to contact us.

Sincerely,


PAUL E. CAOUILTE, CHAIRMAN
REGION I REGIONAL REVIEW BOARD

Enclosure: SPED 766-4 Page 3 of 3

CC: Child Placement & Registry, 182 Tremont St., Boston Att. Craig McGarvey

Y 1114.2

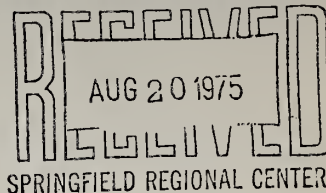
THE COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION—DIVISION OF SPECIAL EDUCATION

Application for Consideration as
Program Source for Children with Special Needs

to be submitted to the Department of Education, Sept. 1

Acts, 1972—Chap. 766

Regulations ¶ 800; ¶ 801; ¶ 802; ¶ 803



from: private school
to: Regional Office of the Division of Special Education
if private school is not located in Massachusetts
then form should be submitted to
Massachusetts State Office of the Division of Special Education

1. TEEN LEARNING CENTER (a Recognized Student Organization of
full name of private school making application the University of Mass.)

LOCATION:

Street Address P. O. Box 500
City or Town Amherst State Mass. Zip 01059

We hereby indicate our desire to be considered as a potential source of programs for children with special needs whose tuition is paid for in part or in whole by state or local funds. We understand that reapplication must be made each year.

2. We have previously applied for approval.
 have not

A. Date of most recent previous application (if any) Oct. 27, 1974
mo. day year

B. This previous application was submitted to Mass. Dept. Educ. - Divison of Special Educ.
name of organization or agency

C. Action taken on this previous application: approval by Regional Review Board,
Nov. 25, 1974.

3. INFORMATION AND DOCUMENTS PROVIDED: Attached to this form we are providing the application information required by the Regulations. For reference purposes we have assigned a roman numeral to each category of document followed by a letter if there is more than one document in a particular category. Within each document we have numbered consecutively each paragraph. In the spaces below we have then entered the appropriate document and paragraph numbers to indicate the location of the various items required by the Regulations.

document nos.	¶ nos. in document	¶ nos. of Regulations
original Sect. II & IV, Annex B	pp. 8-20, & Ann. B, 1-63	803.1.....
narrative	803.1(a) & B	
orig. Sect. VIII	pp. 38-39	802.2.....

summary statement of items required

complete behaviorally specific description of services school is prepared to offer to children with special needs

description of school physical plant including any adaptations made to accommodate children with special needs

document nos.	¶ nos. in document	¶ nos. of Regulations	summary statement of items required
See orig. Sect. IV & VI, & Ann. B	pp. 15-26 & B4	802.4	description of facilities, procedures, and personnel used for evaluating children with special needs
See orig. Sect. II	pp. 3-8	802.5	statement of special needs normally served or to be served by the school
See orig. Sect. VII	pp. 26-37	802.5	names of professional and non-professional personnel and the qualifications of each such person to provide for the special needs listed in the previous item
See narrative	802.5	802.5	names of professional and non-professional personnel and the qualifications of each such person to provide for the special needs listed in the previous item
See orig. Annex B. Materials & equipment listed after each curr. description.			names of professional and non-professional personnel and the qualifications of each such person to provide for the special needs listed in the previous item
See narrative goals statement for resources.		802.6	description of instructional equipment
See orig. Annex B	p. 15	802.7	description of library, including facilities or holdings particularly appropriate for children with special needs
See narrative	802.7	802.7	description of library, including facilities or holdings particularly appropriate for children with special needs
See orig. Sect. VI	pp. 23-25	802.8	description of enrollment
See orig. Sect. IX	pp. 39-41	802.9	provisions made for medical, nursing, and infirmary care
See orig. Sect. I & Sect. XII	pp. 1-3 & 42	802.10	statement of legal status, including whether or not the school is incorporated
See orig. Sect. VI	pp 23-25	802.11	requirements for admission
See orig. Sect. X & narrative	p. 41 802.14	802.14	rates for all children with special needs
See orig. Annex A2	A 2	802.15	statement of compliance with the Federal Civil Rights Act of 1964
SPECIFIC DOCUMENTS REQUIRED			
See orig. Annex A3	A 3	802.3	certifications of inspections issued by state agencies and the local fire inspector
Not applicable		802.10	articles of incorporation and by-laws (if any)
See orig. XII	p. 42	802.10	determination letter of tax exempt status
See orig. Annex A	A 1	802.12	certifications and licensings obtained by school
See narrative	802.12	802.12	certifications and licensings obtained by school
See orig. Annex A	A 5	802.13	all catalogs of the school and other descriptive materials.
See narrative	802.13	802.13	all catalogs of the school and other descriptive materials.
See narrative	803.2	803.2	all educational plans as designated by a core evaluation team for all children currently placed in the school under the Acts, 1972—Chap. 766; no names or other identifying characteristics shall appear on these records

4. OTHER INFORMATION (optional): We are also submitting additional items of information which we believe pertinent to a full understanding of our ability to provide programs for children with special needs. All such additional information has also been assigned document numbers and within each document the paragraphs have been consecutively numbered. In the space below we have briefly described each additional item of information and identified its location by document and paragraph number.

document nos.	¶ nos. in document	brief description of additional items of information submitted
---------------	--------------------	--

August 15, 1975
mo. day year

Elaine C. Murray
signature

Elaine C. Murray
printed name

director - Teen Learning Center
position or title

(413) 545-0143 & 545-3622

Telephone number

REGIONAL OR STATE REVIEW BOARD ACTION TAKEN
(this part of form to be filled out by Regional or State Review Board only)

We have reviewed the Application for Consideration as Program Source for Children with Special Needs

dated 8 15 75
mo. day year

submitted by TEEN LEARNING CENTER (A Recognized Student Organization of
full name of private school making application the Univ. of Mass.)

Our decision on this application is indicated by the checkmark placed in the appropriate box below:

approved rejected

(Reasons for rejecting the application must be stated on a separate page and returned to the private school with a copy of this form.)

9 2 75
mo. day year

Region I Chairman
Regional or State Review Board
position or title

Paul E. Caouette

signature
printed name

LOCATION:

Street Address 2083 Roosevelt Avenue

City or Town Springfield State Massachusetts Zip 01104

Telephone Number 734-2167

UP-DATE OF ORIGINAL APPLICATION FOR CONSIDERATION AS PROGRAM
SOURCE FOR CHILDREN WITH SPECIAL NEEDS

Program: Teen Learning Center
P. O. Box 500
North Amherst, Mass. 01059

Date: August 15, 1975

Section No.

Narrative

803.1

a. In June 1975 the Teen Learning Center staff conducted several workshops evaluating academic year 1974-75. One result was an up-dated and accurate goals/implementation statement of our program. A copy is attached at the end of this statement.

b. The curriculum planned for the academic year 1975-76 will remain substantially the same as that offered in school year 1974-75, with the following exceptions or additions:

1) There will be an increased emphasis on vocational training in the area of business subjects and technical skills;

2) The language arts curriculum has been expanded to include not only classes in language arts skills but also units to be incorporated into every discipline in an attempt to actualize an interdisciplinary approach to learning. Reading laboratories will be designed to use the subject material which is being offered in our program curriculum.

3) Individual learning packets are being designed by program staff to replace the Individual Prescribed Instruction (I.P.I.) materials which were obtained by the program two years ago. These new learning packets are being designed around actual skill needs and interest areas of our students.

4) A youth-tutoring-youth program has been proposed for the coming year in which students

Section No.

Narrative

with an advanced knowledge of mathematics would tutor students needing basic math skill training. Each student tutor would, in turn, work with an undergraduate math tutor who would be a resource person for the youth/tutor.

5) Two classes which were planned during academic year 1974-75 will be continued during the coming academic year. They are Afro-American studies and psychology.

6) Group interaction as a social process is an integral part of the Teen Learning Center curriculum although the emphasis has been in non-academic areas. Back-up groups (home groups) will continue to be social and organizational units of the school, but in academic year 1975-76 will be more functional. Each of the four back-up groups will focus around specific tasks. The back-up/task groups planned will center around planning out-of-school activities (visits to plays, museums, hikes, etc.), in-school matters (curriculum, decorating, films, special events, etc.), job resource and student interest directory (which will try to match resources/interests/jobs), and school administration and budget matters. Each one of these groups will also be the first level where student members' problems are handled (academic or discipline) in an attempt to diffuse authority from school administrators and to inculcate responsibility in all school members.

802.5 Changes and additions in staff for academic year 1975-76 are charted on the attached chart. Brief resumes for each staff member are included after the chart.
In addition, we have from five to ten part-time tutors each semester who work individually with students under the supervision of one of our core staff members and participate in a weekly methods course at the Teen Learning Center. These tutors are University students who receive academic credits for working at the Teen Learning Center; they also have University faculty advisors who monitor their involvement with the Teen Learning Center.

802.7 In the Spring of 1975 the Teen Learning Center received a Massachusetts Department of Education Bureau of Library Extension grant (Title I) in the amount of \$1,000. Fiction and non-fiction books, learning kits, vocational materials, etc., were ordered on this grant and will be available for use at the Teen Learning Center for academic

Teen Learning Center
Up-date of Application, continued

Section No.	Narrative
	year 1975-76. This grant greatly enriched the library resources of our program.
802.14	The Teen Learning Center contract with the Department of Youth Services has the approval of the Massachusetts Rate Setting Commission for our rate of \$60/week/D.Y.S. youth. The Teen Learning Center has applied for approval as a program site for children with special needs (under Chapter 766) in the same amount of \$60/week/student through the office of Ms. Susan Leary of the Child Placement and Registry, Mass. Department of Education. We have not as yet received formal approval for this request.
802.12	The Teen Learning Center has received approval as a certified private school by the Amherst School Board for academic year 1975-76. Attached is a copy of this letter.
802.13	Attached also find a copy of our program explanation prepared for counselors, parents, and youth who inquire about placement in the Teen Learning Center under the provisions of Chapter 766.
803.2	Attached are copies of students' programs of study (schedules) as well as progress reports.

STAFF MEMBERS POSITION

1974 - 1975

Elaine Murray, Director

Diane Olson, Co-Director Outreach

Dwight Tavada, Academic Co-Director

Patricia Murphy, Backup Group Leader,
Math InstructorKaren Brazeau, Reading Coordinator
Backup Group LeaderRaymond Sebold, Math-Tech. Coordinator
Backup Group LeaderDavid Katz, GED Coordinator
Back-up Group LeaderMarilyn Beaucage, Social Studies
Coordinator (leaving)Philip Traunstein, Science/Nature
Coordinator, Back-up Group (leaving)Cynthia Barshov, Student teacher
Social StudiesDava Murphy, Part-time Sect.,
GED tutorJeanne Deignan, Part-time staff
teacher-tutor

CHANGES

1975 - 1976

Elaine Murray, Director (Advisor for
Social Studies)Diane Olson - Program Advisor, Director
Community Advisory BoardDwight Tavada, Academic Co-Director
and Advisor of Student Counseling:
Summer tutorialPatricia Murphy - Outreach Coordinator
Backup Group/Business Studies AdvisorKaren Brazeau, Reading Coordinator
Backup Group LeaderRaymond Sebold, Math-Science
Backup Group LeaderDavid Katz, GED Coordinator
Back-up Group LeaderCynthia Barshov, Back-up Group Leader,
Social Studies Teacher, AdvisorDava Murphy, Part-time Sect.,
Student Teacher Social Studies, GED
prep.Jeanne Deignan, Summer Tutorial
Coordinator/Part-time teacher-tutor fall.NEW: We expect two additional student
teachers in September

APPENDIX C

TEEN LEARNING CENTER OBJECTIVES/IMPLEMENTATION CHART,

JUNE 1975

PLATE
10000

MAJOR OBJECTIVES

I. PROGRAM OBJECTIVES

II. RESOURCES

III. ACTION-STEPS

IV. EVALUATION

A. To provide learning options for youths to experience self-growth in order:

a) to instill accountability for his/her actions agreed upon in school contracts

Admissions contract, Class & tutorial contracts

1. Making and signing contracts

2. Periodic evaluation of terms of contract by student and back-up group leader.

Student & staff evaluation of satisfactory completion of terms of contract, or revision of terms of contract.

b) to develop responsibility and punctuality regarding attendance of classes and tutorials.

Contracts with each tutor and teacher; attendance rule as agreed upon by student and staff.

1. Making and signing contracts.
2. Enforcement of rules and contracts

Attendance record indicating increased responsibility and punctuality.

*c) to create in the student cross-cultural awareness through music, art, literature, dance, poetry, drama.

*Activities task force to plan school trips, events stereo record player, cassette recorder, access to record library, projector, screen, films, school library, Five College Area cultural events.

1. Workshops or classes that include both background information on particular forms of music art and literature and examples of each form studied.
2. Attend cultural events

Participation and/or preparation of a project and presentation by students which incites cross-cultural awareness

*d) to improve and increase educational awareness of games as an educational tool.

Activities and classes in game theory, games, kits, e.g. Chess, scrabble; etc

1. Teaching students how to play new games
2. Teaching probability chance & everyday strategies.
3. Building vocabulary and correct usage through word games.

Mastery of a game and ability to teach another the rules of a particular game.

e) to promote group planning decision-making in accomplishing a group-defined task.

1. Member of a back-up group.
2. Accomplish group tasks

Successful accomplishment of group-defined task.

I. PROGRAM OBJECTIVES STUDENT OBJECTIVES	II. RESOURCES	TASK OR ACTION-STEPS	EXPECTED OUTCOME OR IV. EVALUATION
<p>A. (Cont'd)</p> <p>f) To develop reading, creative writing, vocabulary, organizational and artistic skills through printing of school newspaper.</p>	<p>Teacher with organizational & printing skills, access to duplicating machines, journalism curriculum.</p>	<ol style="list-style-type: none"> 1. Offer skills in journalism. 2. Plan, write and print school paper. 	<p>Printing of a school newspaper and circulation to students, staff, advocates, parents, etc.</p>
<p>B. To understand that we are all learners who can define who we want to become, in order:</p> <p>*a) To make decisions, set realistic goals and realize the importance of values in relation to themselves and life.</p>	<p>School & program staff; back-up groups, task force groups, large group meetings; *Searching for Values film series.</p>	<ol style="list-style-type: none"> 1. Participation in task groups. 2. Interaction with staff 3. Use of films 4. Group Activities 5. Role-playing 	<p>Increased skills in self evaluation which relate to personal development & growth; ability to reason & offer alternatives; interaction with others in group activities.</p>
<p>b) To develop an appreciation of ourselves through a physical education program.</p>	<p>Activity task force to facilitate activities; equipment and facilities</p>	<ol style="list-style-type: none"> 1. Plan and implement physical activities. 2. Teach techniques for new sports. 3. Form group and individual activities. 	<p>Better physical health of students; students learn group activity skills. Students learn strengths & weaknesses through group & individual sports.</p>

I. PROGRAM OBJECTIVES	II. RESOURCES	III. ACTION-STEPS	IV. EVALUATION
<p>C. To offer a structured yet non-threatening program where youths can take the time to explore what they want to do now and in the future, in order:</p>	<p>* A college/careers counselor; occupational education and college resource material.</p>	<ol style="list-style-type: none"> 1. Workshops on goals analysis. 2. Careers class. 3. A careers counselor making contacts for college and job placement and career exploration. 	<p>Students will spend a day "shadowing" someone who is employed in a profession or occupation he/she is interested in exploring, and report on experience to class.</p>
<p>*a) To improve goal setting techniques</p> <p>b) To explore the many careers that are available to them.</p>	<p>A college/careers counselor.</p>	<ol style="list-style-type: none"> 1. A careers class. 2. Field trips. 	<p>By exploring different careers that are available to them, students could expand goal possibilities by linking their interests to specific careers.</p>
<p>c) To understand job requirements and job availability.</p>	<p>Interest/resource task force; job resource coordinators; job resource director; survival skills course or workshops.</p>	<ol style="list-style-type: none"> 1. To seek out prospective colleges or job sites for students. 2. To counsel students on interview procedures and job-seeking techniques 	<p>Increased knowledge of pre-requisites for college and certain occupations; competence in applying for college or a job; completion of an actual job or college application and interview.</p>

MAJOR OBJECTIVES

STUDENT OBJECTIVES

II. RESOURCES

III. ACTION-STEPS

IV. EVALUATION

MAJOR OBJECTIVES

I. PROGRAM OBJECTIVES

II. RESOURCES

III. ACTION-STEPS

IV. EVALUATION

TASK OR ACTION-STEPS

EXPECTED OUTCOMES OR EVALUATION

D. * To offer skill training in academic areas in preparation for high school equivalency exams, in order:

- * a) To raise level of reading comprehension to a general high school level with capability of passing G.F.D. reading tests.

- b) To raise competence in Grammar, with an emphasis on word usage, punctuation, spelling and capitalization, to a level needed for the GED
- c) To raise ability in dealing with elementary algebraic & geometric concepts, and general math skills to a level needed for the GED.

Reading Curriculum; Reading Specialist and tutors; Reading comprehension & practice material; GED prep curriculum and books; Test to measure reading level; Appropriate level reading skill - building materials, Vocabulary building Games.

Grammar instruction; Language arts teacher & tutors; workbooks & testing materials; tape recorders & tapes; dictionaries; educational Games.

Math program; math teachers & tutors; testing program; math instruction books containing simulated GED math problems.

1. Initial testing.
2. Classes & reading tutorials.
3. Follow-up testing to measure readiness to GED.

1. Testing to determine strong & weak points in Grammar skills.
2. Classes & tutorials.
3. Pre-tests to determine readiness for GED.

1. Initial testing.
2. Classes & tutorials.
3. Pre-testing to determine readiness for GED.

A measurably gain in reading skill level; sufficient competent in reading comprehension to pass the GED, measured by a satisfactory performance on a simulated test.

A measurable gain in language arts skills; sufficient ability in Grammar skills to pass GED Grammar test, determined by satisfactory performance on practice test.

A measurable gain in the math skills; sufficient ability in math skills for GED* determined by satisfactory completion of practice test.

MAJOR OBJECTIVES
I. PROGRAM OBJECTIVES STUDENT OBJECTIVES

II. RESOURCES

TASK OR ACTION-STEPS
III. ACTION-STEPS

EXPECTED OUTCOMES OR
IV. EVALUATION

D. (Cont'd)

*d) To increase comprehension of basic social, economic & political concepts to a general high school level.

Social studies curriculum teacher & tutors, books, films, newspapers, magazines. Testing materials.

1. Initial testing & classroom discussions.
2. Written & oral follow up testing.
3. Classes, tutorials, seminars, 4 class trips, involvement in political & social issues.

Increased knowledge of basic political, economic & social concepts, measured by written & verbal tests. Involvement in political and/or social issues.

*e) To improve student's knowledge of how living organisms function.

Science equipment, specimens, books, films, physical environment; museums; Science curriculum, teachers and tutors.

1. Natural science classes & labs.
2. Sex education class.
3. Drug education class
4. Field trips.

Increased knowledge of basic scientific concepts as measured by written and verbal tests.

E. To offer learning experiences in interest areas whether academic or non-academic, in order:

a) To develop basic understanding of electronics & working of electronic items.

Teacher or tutor with knowledge of practical electronics & basic electronic experimentation equipment.

1. An electronics class/ and/or workshops.

Understanding of electronic principles as measured by ability to solve basic electronics problems; ability to construct or repair simple electronic equipment.

b) To increase awareness of how man interacts with natural environment.

Environmental science teacher, field trips, experiments in controlled

1. Environmental science class.
2. Field trips to power plants, natural history & science museums, aquariums, parks, wildlife preserves, etc.

Increased knowledge of environmental studies as determined by preparation & presentation of a group or individual project.

I. PROGRAM OBJECTIVES	II. RESOURCES	III. TASK OR ACTION-STEPS	IV. EXPECTED OUTCOMES OR EVALUATION
<p>E. (Cont'd)</p> <p>c) To develop skills in arts and crafts, such as leather work, silver, drawing, painting, pottery making, and in composition of materials.</p> <p>d) To develop skills of auto maintenance and repair.</p> <p>e) To develop skill and dexterity in playing the guitar.</p> <p>f) To develop skill and creativity in still photography</p>	<p>Arts & crafts teacher and tutoring; arts and crafts materials, University Crafts shop.</p> <p>Teacher, engines, texts, cars and tools.</p> <p>Guitar teacher/tutor, guitars, sheet music, chord charts.</p> <p>Photography teacher, darkroom, supplies, cameras & film.</p>	<p>1. Class in skills and design.</p> <p>2. Art & drawing class.</p> <p>3. Pottery class.</p> <p>4. Sculpture class.</p> <p>1. Introduce fundamental procedures for maintenance and repair of internal combustion engines.</p> <p>2. Study electricity & physics as they apply to mechanics.</p> <p>3. Perform standard maintenance procedures on cars.</p> <p>4. Elementary trouble shooting.</p> <p>1. Practice chords and tuning.</p> <p>2. Play tunes together.</p> <p>3. Study basic music theory.</p> <p>1. Photography class.</p> <p>2. Shooting, developing, printing.</p> <p>3. Individual projects, shows.</p>	<p>Completion of a crafts project, and improvement of skills involved. School exhibit of crafts projects.</p> <p>Understanding the basics of auto mechanics ability to tune cars & do minor repairs & use equipment to do basic trouble shooting.</p> <p>Ability to play a song given sheet music. Ability to play along with others.</p> <p>Ability to take a picture and process it. Ability to communicate a feeling, mood through a photograph. School exhibit of photos taken during school term.</p>

MAJOR OBJECTIVES
I. PROGRAM OBJECTIVES
STUDENT OBJECTIVES

II. RESOURCES

TASK OR ACTION STEPS

EXPECTED OUTCOMES OR EVALUATION

E. (Cont'd)

f) To improve youths' knowledge of how minority groups have added to the American culture.

Social studies curriculum teacher and tutor; books, films.

1. Afro-American class.

Completion and presentation of a project describing how particular person(s) have contributed to society.

F. To offer opportunities to explore the relationship between skills and the underlying concepts upon which growth is based, in order:

a) To increase verbal fluency to a level geared for successful job and college interviews.

Composition and public speaking curriculum; staff; tape recorders and materials; video equipment.

1. "Practice speeches".
2. Interviews & determination of level of articulation.

Sufficient competency in public speaking to complete a successful interview.

b) To solve common math problems encountered in the following occupations: machinist, carpenter, etc.

Math teacher and tutors; workbooks by Delmar.

1. Workbook exercises, in the area of machinery operation, carpentry.

Completion of workbook tests indicating comprehension of how math applies to various occupations.

c) To function effectively in social and task-oriented groupings.

Back-up Task Groups; Large Group meetings.

1. Attendance at and participation in weekly back-up task group meeting
2. Attendance at and participation in weekly large group meetings.

Completion of tasks determined by back-up task groups; development of school policy and plans at large group meeting.

APPENDIX D

STATEMENT TO STUDENTS, JANUARY 1975

MEMO TO: Statement to the Students
FROM: Teen Learning Center Staff
SUBJECT: Spring Term 1975
DATE: January 28, 1975

I. Explanation of Program

In the past, the Teen Learning Center functioned basically as an alternative school which concentrated and emphasized the ideas of one-to-one relationships, tutorials, and the attainment of the GED, as opposed to the traditional educational experience. Although we as staff members found the overall program successful to some of the students, it is our opinion that the Teen Learning Center can meet the educational needs of more students by maximizing its resources and instituting some slight procedural changes involving the daily workings of the school. Obtaining the GED will still be a major goal of those students who express a positive need and who are close to successful completion of their GED exams. There will be a general GED prep class in which students can receive special help.

To those students who don't perceive the GED as a meaningful or realistic goal, the Teen Learning Center offers basic academic classes in Math, Language, Social Studies, and Science, which will help students to build basic skill levels in all areas, something we as staff feel is necessary for everyone's future success. In conjunction with these basic academic courses the Teen Learning Center will also offer numerous electives, such as shorthand, typing, physical education, chess, billiards, psychology, etc.

II. New Policies

A. School Day

Beginning February 1, 1975 the Teen Learning Center will operate between the hours of 9:00 AM to 2:00 PM, which should maximize the effectiveness of our school.

B. Learning Contracts

All students will be required to complete contractual agreements with teachers as well as tutors at the beginning of the cycle, which will facilitate evaluation, scheduling and information as to contractor's expectations. For those students who select to do work on a special project or activity, an independent study contract will also be available, which could include a student working on a programmed instruction kit, or a project of their own design.

C. Academic Requirements

1. All students will be required to take Math and English, one of which must be taken as a class. Students will also be required to take a social studies and science, one of these also must be taken as a class. Exceptions will be made only to those students, with valid excuses, e.g. successful completion of GED test. Final decision will be made by core staff.

2. All students will design a schedule with their back-up group leader, which will include at least four offerings.

3. All students will be required to do one written assignment weekly, to be monitored by the language arts coordinator.

D. New Rules

Because disruptive behavior of a few students disturbs

others who sincerely want to learn, the staff has adopted a few basic rules which define acceptable behavior.

1. Academic Policies

a) Academic Expectations

(1) Each student must adhere to academic policies as stated in other sections of our Statement To The Students regarding class & tutorial requirements and weekly writing assignments.

(2) Each student must display a serious commitment to work, by meeting class & tutorial requirements which are defined on learning contracts.

b) Enforcement of Academic Expectations

If academic contracts are violated, there will be an immediate (within 2 school days) re-evaluation with the student, and his/her teacher or tutor, group leader, and academic Co-Director to determine the seriousness of the student's intent to work. All final decisions regarding the student's academic program will be made by core staff.

2. General Behavioral Policies (as outlined in admission contract)

a) Behavioral Expectations

(1) No illegal drugs or other illegal items to be used or carried in or around school property.

(2) Regular attendance on a full-time basis. (Class teachers & tutors, will have to follow specific attendance policies and keep accurate records.

(3) Mutual respect, both verbal and physical for staff and other students, i.e., no fighting or prolonged verbal abuse.

(4) Respect for physical property of staff, other students, the school building and all T.L.C. property, the ballet school, and the day care center, and our immediate neighbors.

b) Enforcement of General Behavioral Expectations

Upon the breaking of any of the above clauses (Behavioral Expectations) there will be an immediate (within 2 school days), re-evaluation with the student, the back-up group leader, and the Academic Co-Director. If recommended by this evaluation team, a suspension of up to 1 week could follow. Continued breaking of these rules will lead to termination, as decided by the core staff. Reapplication will not be permitted before a one month period.

The success of the school depends both on the support the students give to the school and on the support they receive from the school. Equally important is the support a student receives from his or her home environment, advocates, guardians, program staff, etc.

The success of each individual student will lie basically in the desire and responsibility each student takes upon himself/herself to achieve to the fullest of their capabilities.

APPENDIX E

SAMPLE LEARNING CONTRACTS FOR CLASSES AND TUTORIALS

CLASS/TUTORIAL CONTRACT*

Contractors: Student _____

Staff _____

Material to be investigated:

Meeting Times:

Requirements: (attendance, homework, presentations, tests, etc.)

Signed: _____

Date: _____

Approved by: _____

*Teachers: Attach curriculum outline at beginning of cycle.

*Tutors: Attach completed Tutorial Report form at end of cycle.

Other Work Accomplished:

Unfinished Work:

Reason:

Final Evaluation: by both teacher and student (Use this and other side).

CONTRACT FOR PROPOSED INDEPENDENT STUDY

Name: _____ Date: _____

Topic: _____ Staff Advisor: _____

I expect to complete work on this subject by _____

I will be working by myself/ with _____

Signed: _____

Date _____

Approved by _____

Purpose of investigation (what I expect to learn)

Specific Questions
-----Methods of Investigation
-----Resources (books, magazine, articles, filmstrips, people, etc.)
-----Form of presentation of data
-----Date completed:

Comments: (use other side if necessary)

APPENDIX F

TEEN LEARNING CENTER PROPOSAL FOR DEPARTMENT OF
YOUTH SERVICES CONTRACT, 9/1/75 THROUGH 6/30/76

COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF YOUTH SERVICES

APPLICATION: Non-Residential Program

APPLICATION NUMBER (LEAVE BLANK FOR OFFICIAL USE ONLY) CATEGORY ASSIGNED

DATE RECEIVED

REGION ASSIGNED

1. Short title of Project: (see instructions, p. 2)

Educational program for D.Y.S. youth at the Teen Learning Center

2. Type of Application (Check One)

Original

X Continuation of Project No. _____

3. Project Duration:
Total Length 10 Months

Beginning Date 9/1/75
Ending Date 6/30/76

4. State Contract
Amount Sought

\$ 50,310

5. Total Project
Budget

\$ 71,139

6. Applicant

TEEN LEARNING CENTER

7. Project Director

(name, title, address and
telephone)

Elaine C. Murray
Director, Teen Learning Center
P.O. Box 500
North Amherst, Mass. 01059
Telephone: (413) 545-0143

8. Financial Officers
(name, title, address and
telephone:)

Armand H. Demers, Jr.
R.S.O. Business Manager
University of Massachusetts
Tel. (413) 545-3600

Bailey W. Jackson
Program Advisor, Juvenile Justice
Programs, University of Mass.,
School of Education
Tel. (413) 545-3620

9. Official Authorized to Sign
Application (name, title,
address, and telephone)

Sheila A. McRevey
Assistant Coordinator of
Student Activities
Student Union, Univ. of Mass.
Tel. (413) 545-3600

COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF YOUTH SERVICES

APPLICATION

II. DETAILED PROJECT BUDGET--Include the estimated cost or value of all projected operating costs of the project. (see instructions 3)

A. Personnel (Employees)	Contract Cost	Outside Contribution	Category Total
(1) Salaries (List each position with salary rate and percentage of time devoted)			
1) Program Director, 100%	39,000	0	
2) Academic Co-director, 100%	7,000	0	
3) Out-Reach Co-director, 50%	0	33,500	
4) Reading Specialist, 100%	5,500	0	
5) Mathematics Specialist, 100%	5,000	500	
6) Vocational Counselor, 100%	5,000	500	
7) Program Staff, 100% (Soc.Stud.)	4,000	600	
8) Program Staff, 100% (Science)	4,000	600	
9) Program Staff, 100% (Arts/Crafts)	0	4,800	
10) School Secretary, 40%	500	2,000	
(2) FICA, Employment, Health, etc.	0	0	
SUB-TOTALS	(40,000)	(12,300)	52,300
B. Professional Services (Itemize)			
(1) Individual Consultant (List by individual or type with fee basis and amount of time devoted.)	0	0	
(2) Contracting or Service Organizations and Associations.			
List each by type with fee basis and amount of time devoted)	0	0	
			0

	Contract cost	Outside Contribution	Category Total
DETAILED PROJECT BUDGET (Continued)			
C. Travel (Transportation and Subsistence) (Itemize)			
1) U.Mass. van rental for class trips, plus 10¢/mile charges, plus gasoline	\$ 700	0	
2) Class trip entrance fees and lunch costs	1,000	0	
SUB-TOTALS	(1,700)	(0)	\$ 1,700
D. Equipment (Itemize)			
Educational games; arts & crafts equipment & tools; photography equipment; record player; films; sports equipment; auto mechanics tools; guitars & sheet music.	\$1,200	\$ 400	
			\$ 1,600
E. Supplies and Other Operating Expenses (Communications, reproduction, indirect costs) (Itemize)			
1) Rent paid to Town of Amherst	\$3,750	0	
2) Educational Materials (books, tests, educ. kits, programmed instruction)	1,500	2,000	
3) Program Supplies (office & curricula)	1,000	2,000	
4) Xerox, printing & reproduction	400	0	
5) Vocational Program resources, tests	400	100	
6) Telephone costs	300	0	
7) University subsidy (free office space, utilities, accounting services, Campus Center, calculated at 8% of contract cost	0	4,029	
SUB-TOTALS	(7,410)	(8,129)	\$15,539
F. TOTAL PROJECT COST			
TOTALS	\$50,310	\$20,829	\$71,139

10. BUDGET NARRATIVE

CONTRIBUTING SUPPORT: Will Federal, State, or private charity support be provided for any part of this project:

Yes X No

If yes, identify and explain, indicating amount(s) of support and budget items covered.

The Teen Learning Center has been approved by the State Department of Education as an out-of-district placement site for students with special needs, and, as such, can accept students from local school districts under Chapter 766. The Teen Learning Center plans to accept seven Chapter 766 students from local school districts during the academic year beginning September 1975, at a weekly rate of \$60. each, totalling in a 10 month period the amount of \$16,800. Budget items covered by Chapter 766 funds are as follows: Out-Reach Co-Director, who works part-time (50%), at \$3,500; 1/10th of time of full-time reading specialist and of mathematics specialist, \$500. each; approximately 1/9th of time of two full-time program staff, at \$600. each; \$2,000. to a part-time secretary needed to handle administrative tasks; \$4,600. (100% of time) to an arts and crafts teacher who would also conduct a media course; \$400. for educational games, sports equipment, audio visual equipment, etc.; \$2,000. towards educational materials (books, tests, texts, kits, etc.); \$2,000. towards program supplies; and \$100. (25% of cost) of a vocational program package.

10. Budget Narrative

A. Personnel: Salaries proposed are within the University of Massachusetts policy guidelines, budgeted at \$47,500.

1. Program Director, at 100% of time at an annual salary (10 month term) of \$ 9,000.

a. Brief job description of T.L.C. Program Director

1. Coordinate program, staff/student links
2. Run staff meetings - 1) 3/4 hour daily content
2) 2 hours weekly - methods class
3. Program Development, i.e. ensure continuance by negotiating contract, writing proposals, etc.
4. Supervising Subject Area Coordinators
5. Seeing that Task Forces accomplish tasks
6. Budget Task Force Director
7. Teach two classes
8. Responsible for balancing books
9. Liaison with R.S.O.
10. Liaison with D.Y.S.
11. Procurer of funds (i.e. makes sure staff gets paid)
12. Liaison with town of Amherst
13. Liaison with Amherst School Board
14. Liaison with University Administration
15. Liaison with Ed. School Programs
16. Negotiator & procurer of University modular credit for courses
17. Organizer of Methods course for core staff
18. "Instructor" of practicum
19. "Translator" of program to interns and student teachers

b. Brief resume of Elaine C. Murray, Program Director

Presently Teen Learning Center Program Director. B.A. in History, Loyola University; M.A., Columbia University Teachers College; Secondary Certification, August 1968; Presently Ed.D. Candidate in Educational Leadership, University of Massachusetts School of Education. Professional experience includes three years high school social studies teaching, with two years as Dean of Seniors, and two years as Assistant Chairman for Non-Western Studies at Washington Irving High School, New York City.

2. Academic Co-Director, 100% of time at an annual salary (10 month term) of \$7,000.

a. Brief job description of T.L.C. Academic Co-Director

1. Help area coordinators prepare class & tutorial schedules
2. Recruit needed tutors and student teachers
3. See that classes, tutorials, I.S. happen

4. See that area coordinators maintain student evaluation sheets
5. Link to M.A.R.Y., J.O.E., Advocate Programs
6. Assign space in school
7. Assist back-up group leaders
8. See that student records are maintained
9. Devise evaluation-reporting system
10. Assist with office record keeping
11. Leader of Task Force on Evaluation

b. Brief resume of Dwight Tavada, Academic Co-Director

Presently Academic Co-Director of Teen Learning Center. B.A. Education, University of Massachusetts; Mass. Teaching Certification, Grades K-8, May 1973; Mass. Guidance Counselor Certification, August 1974; Presently Masters Candidate, University of Massachusetts School of Education. Professional experience includes community development experience as a consultant to ABCD House (Action for Community Development) in Boston, member of the National Black Educators Association for 3 years, dorm counselor, and taught a University of Mass. course on Juvenile Delinquency, Counselor for MARY foster care program, U.Mass.

3. Out-Reach Co-Director, 50% of time at an annual salary (10 month term) of \$3,500.

a. Brief description of T.L.C. Out-Reach Co-Director

1. Interaction with outreach agencies
2. Procure contracts with local school districts for five slots to be covered by provisions of Chapter 766
3. Negotiate with area school boards regarding Chapter 766
4. Maintain contact and submit evaluation reports as required by terms of Chapter 766

b. Brief resume of Diane Olson, Out-Reach Co-Director

Presently Out-Reach Co-Director of Teen Learning Center and Program Founder. B.A. U.C.L.A. Psychology; M.S. Psychology with special concentration in Learning Theory, University of Massachusetts; Certifiable in Secondary Social Studies; Presently Doctoral Candidate, University of Massachusetts School of Education. Professional experience includes two years working with handicapped and disadvantaged children in camping program; 1972-73 Youth Supervisor at Westfield Detention Center; 1 1/2 years as foster parent; Founder and Director of Teen Learning Center, 1973- June 1974; two years part-time psychology teacher; Northeastern University of Massachusetts; one year as Director Research & Evaluation component; Program for minority Education, U.Mass; and one year as Director Resources Component (C.C.E.B.S.).

4. Reading and Language Arts Specialist, 100% of time at an annual salary (10 month term) of \$5,500.

a. Brief job description of T.L.C. reading coordinator

1. Coordinate Language Arts class offerings
 - 1) Basic Language Arts Class
 - 2) Creative Writing Class
 - 3) Reading Training Sessions for Tutors
2. Teach the Basic Language Arts Class
3. Coordinate tutors & tutees in Reading & Language Arts
4. Collect & maintain evaluation sheets on students
5. Over-all awareness of skill levels & needs of students
6. Awareness of diagnostics & materials in Reading area
7. Participant in teacher training sessions (Methods class)

b. Brief resume of Karen Brazeau, Reading Specialist

Presently Reading Specialist at Teen Learning Center. Associates Degree, Liberal Arts, Berkshire Community College; B.S. Education, Fitchburg State College, Language Arts minor; Mass. Teaching Certification, June 1973. Professional experience includes teaching low-level reading class and a total range of elementary subjects at Individual Guided Education School while at Fitchburg State College; advanced training includes courses in teaching reading and a graduate level seminar; Assistant Coordinator for "Save the Children Federation" and as a remedial reading teacher for Navaho children at Cottonwood Day School, Arizona 1973-74.

5. Mathematics Specialist, 100% of time at an annual salary (10 month term) of \$5,500.

a. Brief job description of T.L.C. math coordinator

1. Coordinate mathematics class offerings
 - a) Basic math skills class
 - b) Algebra class
 - c) Business math class
 - d) Geometry class
2. Teach the Algebra class (es)
3. Coordinate tutors & tutees in mathematics
4. Collect and maintain evaluation sheets on students
5. Overall awareness of skill levels and needs of students
6. Awareness of diagnostics and materials in math
7. Participant in teacher training sessions (Methods class)
8. Research and develop curriculum and alternative teaching methods

b. Brief resume of Raymond Sebold, Math Coordinator

Presently Mathematics Coordinator at Teen Learning Center. B.A. in Sociology with teaching certification in Math and Social Studies, Univeristy of Massachusetts, May 1974;

Past Assistant Director, Neighborhood Youth Center and on the Community Action Committee; full-time back-up group leader, social studies teacher, math tutor and business manager of the Teen Learning Center, 1973-74.

6. Vocational Counselor/Teacher, 100% of time at an annual salary (10 month term) of \$5,500.
- a. Brief job description of T.L.C. vocational counselor/teacher.
 1. Teacher of Business courses (math, typing, shorthand, careers)
 2. Develop and implement new vocational courses (mechanics, carpentry, etc.)
 3. Coordinator of Career Exploration Program
 4. Coordinator of Work-Study and internship program
 5. Vocational counselor - aware of students' needs and have resources available.
 6. Follow-up on students who wish to pursue a vocational education career.
 - b. Brief resume of Patricia Murphy, Vocational Counselor

Presently Vocational Ed. Program Developer. B.S. Education, Human Development, University Of Massachusetts; Teacher Certification pending; Certification Women's Studies, December 1974.

Professional experience includes volunteer at Westfield Detention Center; Core staff member and tutor in the summer J.O.E. Program for teens at U.Mass; member of the Women's studies Staff U.Mass; presently teaching University course for Women's studies; full-time staff member, back-up group leader, G.E.D. tutor, mathematics teacher at Teen Learning Center, 1973-74; Advocate in U.Mass foster care program.
- & 9. Three staff members are needed to coordinate science, social studies, and an arts/crafts/media program. They would work 100% of time at an annual salary (10 month term) of \$4,600.
- a. Brief description of key staff include these roles:
 1. Back-up group leader (6-8 students each)
 - a) Helping students schedule time
 - b) Keeping student records
 - c) Contact with student's advocate and/or school counselor or parent
 - d) Leader of weekly back-up group meeting
 - e) Follow up on student needs
 - f) Resource person
 2. Subject area coordinator

- a) Organize own section of scheduling board for classes, tutorial, I.S.
- b) Recruit needed teachers & tutors in area if needed
- c) Coordinate evaluation sheets at beginning and end of term
- d) Give teachers & tutors class lists (registers) & maintain class attendance records
- e) Develop resources in area of study
- f) Order materials for teachers & tutors
- g) Assess students' needs & interests and make sure an offering meets these needs/interests

10. School secretary, 40% of time at an annual rate (10 month term) of \$2,500.

a. Job description of school secretary

1. Typing school correspondence, reports, records, etc.
2. Filing
3. Coordinating activities in office
4. Ordering materials
5. Teacher of secretarial skills
6. Overall organizer of office

B. Professional Services - not applicable since the T.L.C. would not need fees for consultants, contracting or service organizations.

C. Travel category budgeted \$1,700.

1. Rental fees for University of Massachusetts vehicles are \$5.00 per trip, plus gasoline, plus .10 per mile. In a 43 week period, the T.L.C. program would plan approximately 20 trips. Cost breakdown as follows:

20 trips x \$5.00 rental per trip	\$100.00
20 trips x \$10.00 gasoline per trip	200.00
20 trips x 200 miles each, x .10 per mile	<u>400.00</u>
TOTAL	\$700.00

2. Class trip entrance fees to museums, sports events, concerts, plays, etc., plus lunch costs budgeted at \$1,000.

The science curriculum includes visits to museums in Worcester and Boston. The social studies classes are organized to include pertinent theater and cultural offerings in Boston, Hartford, and New York. Physical education teachers plan both participatory activities as well as attending some spectator sports offerings in Boston and perhaps New York. Schoolwide activities will include up to 5 overnight camping trips to various state parks in New England.

Expanding the boundaries of our students' experiences is an important factor in planning subject area curricula. Visits to see people, places, and things outside of one's immediate environment can expand one's knowledge of the larger world and a sense of control in directing one's life. Thus, subject area coordinators incorporate relevant out-of-school activities in planning their curricula offerings.

D. Equipment budgeted at \$1,600.

To effect the student behavioral objectives as charted on pages 7A to 7G, the following equipment is needed (numbers following the itemized equipment refer to the charted objectives in section 7 for which the equipment is needed):

1. Record player (A.-c,d; E.-e) which will be used to incorporate a multi-media approach to social studies, language arts, cultural awareness, etc.
2. Rental of films (A.-c; B.-a; D.-e; E.-g) from various resources in Western Massachusetts, such as the Hampshire College Film Co-op; the Women's Center Film Co-op; the University of Mass. film library, etc.

3. Sports equipment (B.-b) in order to give students a chance to integrate academic pursuits with physical activity. The program has use of the University gyms on a limited basis, but must supply some sports equipment. Thus, we must purchase equipment such as basketballs, volleyballs, footballs, baseball, bats and gloves, a badminton set, etc. Adjacent to the program site (which was formerly a public elementary school) is a large athletic field suitable for many sports activities. However, at present the program does not have suitable sports equipment.
4. Auto mechanics tools (E.-d) for an often expressed interest of our students - to learn about repair and maintenance and principles of auto mechanics. Cars are a major interest of many of our students, both male and female, and a course in auto mechanics is a strong motivating factor to get students to see the relationship between a practical skill and various academic skills.
5. Guitars and sheet music (E.-e) to operationalize an often expressed student interest in learning to play the guitar. Some of our students own guitars and need tutors to teach them to play; some students do not own guitars and would be able to use one of two school owned guitars which we are proposing to purchase.
6. Photography equipment (E.-f) to operate a media course which would include learning how to use a camera and how to develop black and white negatives.
7. Educational games (A.-d) to break down students' concepts that learning means schooling in a traditional classroom setting. Games to increase learning options and improve cognitive and affective skills which the program would like to purchase are chess, scrabble, word power, the dictionary game, R.S.V.P., Go,

and other games and kits prepared by educational publishing companies.

8. Arts and crafts equipment (E.-c) needed to operate an arts and crafts program at the T.L.C. would include crafts equipment such as a papercutter, scissors, leatherworking tools, pottery tools, compasses, tie dye and batiking tools, woodcarving and woodburning tools, etc.

E. Supplies and Operating Expenses, budgeted at \$11,510.

1. The program has rented from the Town of Amherst three large classrooms in the North Amherst Elementary School since September 1973. The space, although crowded at times, is ideally suited to our program. We would hope to continue renting this space, which is \$1,250. per room totaling \$3,750. for a 10 month period.
2. Educational materials (D.-a,b,c,d,e) includes programmed instruction materials published by Rehabilitation Research Foundation; reading skills texts such as the Sullivan Programmed Reader; G.E.D. Prep. books published by Cambridge University Press; Afro-American readers; mathematical workbooks published by Delmar; Learning Your Language/one, by Follett Educational Corp.; Language and Literature Series A and B, published by Follett Educational Corp; Heath Urban Reading Program by D.C. Heath and Company; Name of the Game Series by New Dimensions; diagnostic tests prepared by American Guidance Service; and laboratory equipment for the science and biology curricula.
3. Program Supplies to operate the program. Items needed in this category include stencils and duplicating paper, typing paper, stationery, envelopes, student notebooks, lined paper, office supplies, cleaning and maintenance supplies, consumable curriculum

materials such as blank cassettes, sketch pads, acrylic and oil paints, workbooks, crafts materials, drawing paper and pens, etc.

4. Xerox, printing and reproduction services are used to duplicate learning materials, and to ensure the administrative functioning of the program.
5. Vocational Program (C.-a,b,c,) The present vocational counselor is preparing a vocational component to our educational program which would include these items and materials: Shorthand books, Gregg Publishing Company; McGraw-Hill Accounting Series; Business Math, 6th Ed., McGraw-Hill; Typing text - 20th Century, South-Western Publishing Co.; Accounting Practice Set, South-Western Publishing Co.; Filing - Office Practice, South-Western Publishing Co.; etc.
6. Telephone costs are necessary to maintain a functioning program. Costs for telephone service average from \$25. to \$30. per month, and are budgeted in this proposal at \$300.
7. University Subsidy calculated at a rate of 8% of contract cost: The resources available to and utilized by the Teen Learning Center program are numerous. University support to the program is in the form of services, such as the part-time undergraduate & graduate staff who receive university credits to teach and tutor. The Teen Learning Center receives free office space, furniture, use of many Campus Center facilities and activities, free use of audio-visual equipment from the School of Education, and use of the university gyms. The Teen Learning Center, as a Recognized Student Organization, receives services from the R.S.O. office staff, such as computerized banking and bookkeeping service, and advice and assistance on all financial and business concerns.

(see instructions, p. 6)

12. PROJECT PLAN AND WORK STATEMENT

- I. Please state clearly and in detail, within ten (10) pages if possible, the aims of the Project, precisely what will be done, who will be involved and what is expected to result.

Use the following major headings:

- Paragraph I Major Objectives (Must be specific
and measurable)
- Paragraph II Resources
- Paragraph III Tasks
- Paragraph IV Evaluation

- II. In an attempt to familiarize you with the format that will be utilized in quarterly reporting and to aid us in extrapolating specific information from your application we ask that you chart the same information requested above (Refer to page 7 for model).

12. PROJECT PLAN AND WORK STATEMENT

Introduction

People who have worked with "problem" or "delinquent" teens through court systems, detention centers or social service agencies are well aware of the difficulties in integrating the youth into a positive role in any community. Many teens who have been labeled delinquent lack self-awareness, self-confidence, and have few skills, either social or vocational, which would allow them to earn a living. In addition, most of these youth have rejected traditional schooling and are "drop-outs"; in some cases, the youth has been rejected by his or her community schools.

Many different approaches work to some degree in breaking or curbing delinquent behavior patterns. Foster care, incarceration, and counseling programs are all used with varying degrees of success, but there is no insurance that the youth will maintain behavior once he or she is released from the program and returned to the home community. Experience of people in the Teen Learning Center leads us to believe that education and development of working skills are essential in any real and lasting rehabilitation of a youth, and that self-development of the youth must also be a primary goal.

The Teen Learning Center evaluates each student's educational needs and designs individual programs to meet those needs. Most programs have reading as the primary area of concentration, with general math skills following. The main program goal is to prepare the youth to take the high school equivalency examination and to provide support and skills for a future vocation. However, social education is also considered important; courses that deal with responsibility, the problems of maturity, and current life styles are offered.

PROJECT PLAN AND WORK STATEMENT (cont'd)I. Major Objectives

The Teen Learning Center program was designed as an educational alternative for Department of Youth Services acquainted youth to meet the following five major program goals under which the specific program objectives fall: 1) achieve self-growth; 2) view self positively; 3) set goals for self; 4) offer educational options; and 5) apply theory to experience.

These broad program goals were refined and specified into six major objectives, each one of which combines program objectives and student behavioral objectives. Each of the six major objectives contains 2 components - one in terms of what the program ought to be doing and one in terms of what the student ought to be doing to accomplish the objective. The resources, tasks, and evaluation are in terms of the student objectives.

1) A major program objective is for the Teen Learning Center to provide learning options for youth to experience self-growth and to be a vehicle which views education as a process which can maximize or test potential.

Many students who have dropped out of school or who have had repeated educational failure find that receiving a high school diploma is a tangible sign that they can reach a goal; this accomplishment often leads to further goal setting and thus individuals begin to maximize their potential.

Each student who enters the Teen Learning Center is tested with the California Tests of Adult Basic Education. This test is divided into components which are very similar to the high school equivalency exam sections, and therefore, gives us a rough indication of how close a teen is to being able to pass that exam. The test scores

are translated onto a graph showing grade levels in reading comprehension, arithmetic reasoning and fundamentals, and language skills. Once the testing is completed the graph is discussed with the student and both strong points and weak points are made obvious. This test feeds into a programmed instruction system designed by the Rehabilitation Research Foundation, which allows a student to start from where he or she is at in a given skill area and work from that point on.

After the student's testing is completed and the graph has been constructed, the student makes up a study schedule together with his or her group leader. Each student is given five different options for method of studying in a given area: 1) individually programmed instruction, 2) class or study groups in both academic and non-academic areas, 3) tutorials, 4) independent study, and 5) work study.

Once a student makes up his or her schedule, learning contracts are signed between student and teacher or tutor. Specific student behavioral objectives are:

- a) to instill accountability for his or her actions regarding behavior agreed upon in contracts, and
- b) to develop responsibility and punctuality regarding attendance of classes and tutorials.

An interdisciplinary approach to learning is also stressed. Thus, a Teen Learning Center objective is to create cross-cultural awareness in the student through music, art, literature, and dance. Most of our students view schooling as unrelated to life. This objective stresses that learning cannot be compartmentalized into specific areas such as algebra, biology, or music appreciation. The program attempts to show the interrelation of the various disciplines

Another option to the traditional classroom learning method is the use of games as education tools to improve and increase skills. Also, the planning and printing of a school newspaper will develop reading, creative writing, vocabulary, organizational and artistic skills.

2) Another program objective is to understand that we are all learners who can define who we are and who we want to become. The two measurable student behavioral objectives related to this goal are:

a) to learn to make decisions, set realistic goals and understand the importance of values in relation to themselves and life, and

b) to develop a better awareness of themselves through a physical education program.

Our population poses special design problems. Many of our teens have been out of school for a long period of time, most have been in court, and many spent long periods of time in detention centers. Most have rather fractured family ties and bad, if not disastrous, interactions with their home communities. Most have hardened negative views: they reject formal schooling, adult institutions in general, and any value which they perceive as irrelevant to them - which often means any value they perceive that their parents might hold. On top of the outward negativism, many of the teens arrive with very little self-respect. Many have had serious learning difficulties, usually with reading, and most have had a long history of what they consider "failure". On the positive side, most of our teens are very independent and stubborn; this can work for us and them if they become motivated to begin or to continue studying in a field of their interest or need.

We try to teach teens to learn on their own and encourage them to do so; this requires teaching them that learning is an everyday activity which does not require a classroom and which can involve things that they like. The staff at the Teen Learning Center makes a commitment to each teen who enters that we will try to help them learn more about anything which they express an interest in, be it cars, motorcycles, clothes, the opposite sex, or whatever. We do not always succeed, but we really do try and this seems to create some trust in us.

3) A third major program objective is to offer a structured yet non-threatening program where youths can take the time to explore what they want to do now and in the future. Student behavioral objectives which reflect this program goal are:

- a) to improve goal-setting techniques,
- b) to explore the many careers available, and
- c) to understand job requirements and job availability.

We hope that all of our students will be capable of realistically setting goals for themselves by the time they leave us. Successful goal setting involves the ability to realistically assess one's own needs and abilities and to acquire the self-confidence to tackle problems and acquire necessary skills. We have consciously designed our program with a mixture of individual and group decision-making processes to help our students to develop both as autonomous individuals and as contributing members of a group. We also consciously try to examine values as they are expressed in any context of the school; we do not try to impose any values on our students, but we try to help them see how values are formed and what their own

values are. The following parts of our program are utilized for personal development as described:

- a) Each student helps to make up their own study schedule which may revolve around a major stated interest.
- b) Students have access and help to keep their own records. (not including attendance)
- c) Vocational counselling and career planning information is presented on both an individual and a group basis.
- d) Personal counselling happens daily on an informal basis, but teens with more severe problems are made aware of professional services which are available both through the University and through local agencies.
- e) Individuals are encouraged to try independent study and work study projects as the staff feels that they are ready.
- f) Graduation requirements include the preparation of a "living plan" as well as passing the equivalency exam.

We hope to have students think out what their short-term and long term goals are and to present to the school at least an outline of steps to achieve goals.

4) Our major goal and the reason most teens enroll in the Teen Learning Center is to prepare youth for the high school equivalency examinations. Our curriculum consciously was designed to stress the five areas which are on the high school equivalency exams; however, four-fifths of that exam involves English or reading comprehension skills. Thus it is a major program objective to offer skill training in academic areas in preparation for high school equivalency exams in order:

- a) to raise the level of reading comprehension to a general high school level
- b) to raise competence in grammar, with emphasis on word usage, punctuation, spelling and capitalization to a 12th grade level or beyond
- c) to raise ability in dealing with elementary algebraic and geometric concepts, and general math skills to a level needed to pass the GED.
- d) to increase comprehension of basic social, economic and political concepts to a general high school level, and
- e) to improve students' knowledge of how their minds and bodies function.

5) A related program goal to #4 is to offer learning experiences in interest areas whether academic or non-academic. We offer classes and tutorials in a wide range of subjects, probably very similar to public school. The difference may be that we stress individual students' needs to the point of being willing to attempt to "seduce" teens into learning situations. A student who has been out of school for a year or two before coming to us may not have a schedule which reflects the total academic needs of that student. Instead, we may start the student out with mainly programmed instruction in English and try to revolve all other work around a primary interest which that student has. This situation is rare; most students cover at least four subject areas each semester, but a singular subject schedule is acceptable to us under certain conditions. An example would be a student who entered after a year of almost isolation from peers; in his foster home setting he played guitar and watched T.V. and did little else. It was literally impossible to get this student to do testing, attend classes or do anything

besides "hang around". We finally wrote a schedule where 60% of his time with us was spent in guitar instruction, and 40% was spent in language skills that revolved around writing songs. He soon discovered that to be serious about music he had to read and do basic math. After one semester he helped design a normal schedule, and was tested, showing an improvement of 3 grade levels in reading skills.

Thus, the Teen Learning Center offers a wide variety of educational options in interest areas, such as electronics, auto mechanics, environmental studies, arts and crafts, guitar, photography, cooking, sewing, Afro-American studies, child psychology, yoga and meditation, etc.

6) Finally, integration of skills with theory is reflected in our program goal which is designed to apply theory to experience by offering opportunities to explore the relationship between skills and the underlying concepts upon which growth is based.

Two measurable student objectives related to this goal are:

- a) to increase verbal fluency to a level geared for successful job and college interviews and
- b) to solve common math problems encountered in many non-professional occupations; such as machinist, carpenter, etc.

II. Resources

1) Time:

The Teen Learning Center program is organized to be a ten month program, so the proposal being submitted covers a ten month period, from September 1975 through June 1976. Our ten month program roughly totals 43 weeks. The school calendar of 43 weeks

is organized thus:

Fall Term: 2 week orientation and try-out

8 week cycle I

1 week evaluation

8 week cycle II

2 week evaluation and program development (mid-term)

Spring Term: 1 week re-orientation

8 week cycle III

1 week evaluation

8 week cycle IV

2 week evaluation

2 week activities

The Teen Learning Center calendar correlates somewhat closely to the University calendar because the program utilizes University resources, such as part-time staff (tutors who work for University credit, student teachers, interns, faculty advisors) and activities (sports, concerts, films). When the University is on vacation the school's full-time staff presents special programs for students. During these times the full-time paid staff of the Teen Learning Center are able to do program planning, to supervise independent studies and individual projects, to tutor students, and to organize school activities.

The program objectives concerned with cognitive skills are planned around an eight week cycle. Students taking classes or tutorials enter into learning contracts with their tutors and teachers and plan to accomplish specific tasks within an eight week cycle. Independent study contracts, while not limited to an eight week cycle, are designed to fit within a period of time specified

by the student. Thus, program objectives concerned with skills, whether academic or non-academic, are designed to be completed and evaluated within the school calendar, and usually within the time frame of an 8 week cycle.

Affective objectives concerned with concepts of self-growth, positive view of selves, and applying theory to practice are not easily limited to school cycles and terms. These are long term objectives for which no time frame can be specified. However, specific tasks are designed to accomplish these affective goals step-by-step. To develop a sense of responsibility a student helps plan his/her own schedule and enters into contracts with teachers and tutors. Follow-up is done to insure that terms of the contracts are being met. Specific tasks are designed in areas of carpentry, machine repair, sewing, etc., which will indicate how well a student grasps theories of mathematics, electronics, organization and design. Some activities concerned with developing a sense of control of our lives span the school year, such as participation in weekly large group meetings where school policy is made by staff and students. Each week a staff or student chairs the large group meeting.

2) Money:

Financial resources requested fall into the following categories:

- a) Personnel: To operate an educational program for 30-35 Department of Youth Services youth requires the full-time employment of a program director, an academic co-director, an out-reach co-director, a language arts specialist, a mathematics specialist, a vocational teacher/counselor, and social studies, science, and arts/crafts/media coordinators.

Part-time employment of a secretary is also needed.

b) Materials: Because educational programs are individually designed around each student's needs, myriad resources are needed. The program needs material designed for the teenage student with below grade-level skills (3-4 grade levels below peers) which will motivate an older student to improve basic skills. Audio visual equipment is needed for specific courses in science, social studies, language arts, such as tape recorders and tapes, cameras and photographic equipment, rental fees for projectors, screens and video tape equipment (some A-V equipment can be borrowed from the University).

Educational games which teach skills and theories are good motivators for students for whom traditional learning methods have failed. Resources are needed for these games as well as for sports equipment which is not available from the University (we have limited use of gym facilities).

Necessary office supplies to administer an educational program are needed, as are duplication and telephone costs.

3) Space:

Since September 1973 the Teen Learning Center has rented space in a building owned by the Town of Amherst which was formerly used as an elementary school. The school is located in North Amherst, two miles from the main campus of the University of Massachusetts and three miles from the town of Amherst. The location is ideal because although it is conveniently on a busline and relatively close to town and campus, it is far enough removed from town and campus not to be distracting. The space is well suited to our

program, and the success of the program in some measure depends on the program remaining at the North Amherst site. Thus, resources are needed to rent the space from the Town of Amherst. Rent for the 10 month period from September 1974 through June 1975 is \$3,750. It is expected that rent for the coming year will be the same.

III. Tasks or Action Steps

- 1) The Teen Learning Center is a functioning program, and the contract being sought is a renewal of a current contract. Thus, the first action is to continue to service the Department of Youth Services youth who are currently enrolled at the Teen Learning Center by checking that what we are doing is what we have defined as our program goals. Daily staff meetings provide a vehicle for student follow-up, program development, program maintenance, and staff training.
- 2) Another major task is to ensure that the program survives. Thus, contracts have to be maintained with regional and central Department of Youth Services offices, town officials, local districts, and University administrators.
- 3) Since scheduling of a student's classes, tutorials, etc., depends on his/her needs and interest, a main task is to refine goal setting techniques so that a student can know what steps to plan in order to accomplish goals.
- 4) A next task is to evaluate each student's skill level in reading, mathematics, and language arts through a series of tests designed by the California Tests of Adult Basic Education.
- 5) When a student is ready to begin scheduling for classes and tutorials he/she enters into learning contracts with each of his/her

teachers or tutors. Follow-up is done continuously by the academic co-director who monitors that contracts are being fulfilled.

6) Classes and tutorials are offered in both skill areas and interest areas (academic and non-academic) with emphasis on subject areas stressed in the high school equivalency examinations.

7) At the end of each cycle both teacher and student evaluate the student's performance and progress in the learning experience defined by the learning contract.

8) At the beginning of each cycle, tutors and teachers must submit a course outline which projects resources needed and activities planned for the learning experiences they are conducting. Thus, action steps to accomplish each course objective vary according to the design of the course outline. However, subject area coordinators maintain a calendar of activities within their area of what is going to occur within a cycle.

9) Program administrators must maintain records, order materials, submit invoices, pay bills, write proposals, counsel teens, bolster staff, and in general, maintain order so that the program not only survives but grows and thrives.

IV. Evaluation of Objectives or Expected Outcomes

In designing the Teen Learning Center program, it was specifically planned that over-all program goals be further refined into more specific program objectives and that these in turn be reflected in specific, observable, and measurable student behavioral objectives. We were aware that some of our major objectives were within the affective domain and thus we specifically designed the action steps to be observable and measureable. We feel we have accomplished this

by the use of contracts.

The admissions contract defines behavioral expectations and sets the boundaries of acceptable behavior. Learning contracts must be negotiated for each learning experience regardless of whether the learning is to be affective or cognitive. Because provisions for revision and/or enforcement of the contracts are also made in the program design, we expect that, to a reasonable extent, each objective is operational.

MAJOR OBJECTIVES

II. RESOURCES

III. ACTION-STEPS

IV. EVALUATION

7A

A. To provide learning options for youths to experience self-growth in order:

a) to instill accountability for his/her actions regarding behavior agreed upon in contracts

Admissions contract, Class & tutorial contracts

1. Making & signing contracts.
2. Periodic evaluation of terms of contract by student & back-up group leader.
Student & staff evaluation of satisfactory completion of terms of contract, or revision of terms of contract.

b) To develop responsibility & punctuality regarding attendance of classes & tutorials.

Contracts with each tutor & teacher attendance rule as agreed upon by whole school.

1. Making & signing contracts
2. Enforcement of rules and contracts
Attendance record indicating increased responsibility & punctuality re attendance.

c) Create in the student cross-cultural awareness through music, art, literature, dance, etc.

Stereo record player, cassette recorder, access to record library projector, screen, films, etc.

1. A class that includes both background information on particular forms of music, art, & literature, and examples of each form studied.
Preparation of a project & presentation by each student which indicates cross-cultural awareness.

d) To improve and increase educational awareness of games as an educational tool.

Classes in game theory, games, kits, e.g. chess, scrabble, etc.

2. Attend a campus cultural event.
1. Teaching students how to play new games
2. Teaching probability, chance & everyday strategies.
Mastery of a game & ability to teach another the rule of a particular game.

3) Building vocabulary and correct usage through word games.

MAJOR OBJECTIVES

I. PROGRAM OBJECTIVES STUDENT OBJECTIVES II. RESOURCES III. ACTION-STEPS IV. EXPECTED OUTCOME OR EVALUATION

A. (Cont'd)

<p>e) To develop reading creative writing, vocabulary, organizational & artistic skills through printing or school newspaper.</p>	<p>Teacher with organizational & printing skills, access to letter machines, overall newspaper curriculum.</p>	<p>1. Determine student & staff skill level. 2. Offer journalism class. 3. Plan school paper. 4. Print newspaper on ditto machine.</p>	<p>Printing of a school newspaper and circulation to students, staff advocates, parents etc.</p>
---	--	--	--

B. To understand that we are all learners who can define who we want to become, in order:

<p>a) To make decisions, set realistic goals & realize the importance of values in relation to themselves and life.</p>	<p>Searching for Values film series- available at B.U. library.</p>	<p>1. Use of films 2. Follow-up oral & written activities for enrichment. 3. Group Activities 4. Role-playing</p>	<p>Self evaluation & examples of personal development & growth. Ability to reason & offer verbal alternative reactions to films Social behavior & development. Inter action with others in group activities</p>
---	---	---	---

b) To develop through a physical education program a better awareness of selves.

<p>1-2 staff to facilitate activities. Equipment. Facilities.</p>	<p>1. Implement physical activities. 2. Teach techniques for new sports. 3. Form group and individual activities.</p>	<p>Better physical health of student: Students learn group activity skills. Students learn strengths & weaknesses through group & individual sports.</p>
---	---	--

MAJOR OBJECTIVES

TASK OR

EXPECTED OUTCOMES

I. PROGRAM OBJECTIVES STUDENT OBJECTIVES II. RESOURCES III. ACTION-STEPS IV. EVALUATION

C. To offer a structured yet non-threatening program where youths can take the time to explore what they want to do now and in the future, in order:

a) To improve goal setting techniques

A careers teacher/
counselor, occupational education resource material.

1. Workshops on goals analysis.
2. Careers class.

3. A careers counselor making contacts for job placement & job exploration.

Student will spend a day "shadowing" someone who is employed in a profession or occupation he/she is interested in exploring, and report on experience to class.

b) To explore the many careers that are available to them.

A careers teacher/
counselor.

1. A careers class.
2. Field trips.

By having exposure to the many different fields that are available to them, students could begin to plan their future. Presentation of preliminary plan to class.

c) To understand job requirements and job availability.

Job resources coordinator, Job resource directory.

1. To seek out job sites for prospective students.
2. To counsel students on interview procedures & job seeking techniques.

Knowledge of what training is required for certain occupations, competence in applying for & obtaining a job. Making an appt. for job interview. Reporting class on interviewing experience. Notifying who went right or wrong during interview.

MAJOR OBJECTIVES	TASK OR ACTION-STEPPS	EXPECTED OUTCOMES OR EVALUATION
I. PROGRAM OBJECTIVES	II. RESOURCES	III. ACTION-STEPPS
STUDENT OBJECTIVES		IV. EVALUATION

D. To offer skill training in academic areas in preparation for high school equivalency exams, in order:

a) To raise level of reading comprehension to a general high school level with capability of passing G.E.D. reading tests.

Reading Curriculum; 1. Initial testing
 Reading Specialist and tutors; Reading comprehension & practice material; GED prep books; Test to measure reading level; Sullivan Programmed Reader (secondary level) Vocabulary building games.

2. Classes & reading tutorials.
 3. Follow-up testing to measure readiness to GED.
 Sufficient competence in reading comprehension to pass the GED, measured by a satisfactory performance on a simulated test.

b) To raise competence in grammar, with an emphasis on word usage, punctuation, spelling and capitalization, to a level needed for the GED.

Grammar instruction; Language arts teacher & tutors; workbooks & testing materials; tape recorders & tapes; dictionaries; educational games.

1. Testing to determine strong & weak points in grammar skills.
 2. Classes & tutorials.
 3. Pre-test to determine readiness for GED.
 Sufficient ability in grammar skills to pass GED grammar test, determined by satisfactory performance on practice test.

c) To raise ability in dealing with elementary algebraic & geometric concepts, and general math skills to a level needed for the GED.

Math program; math teachers & tutors; testing program; math instruction books containing simulated GED math problems.

1. Initial testing.
 2. Classes & tutorials.
 3. Final pre-testing for GED.
 Sufficient ability in math skills for GED, determined by satisfactory completion of practice test.

MAJOR OBJECTIVES

I. PROGRAM OBJECTIVES STUDENT OBJECTIVES II. RESOURCES III. ACTION STEPS IV. EXPECTED OUTCOMES OR EVALUATION

D. (Cont'd)

d) To increase comprehension of basic social, economic & political concepts to a general high school level.

Social studies curriculum, teacher & tutors, books, newspaper, magazines. Materials for student newspaper. Testing materials.

1. Initial test-
ing & classroom
discussions.
2. Written & oral
follow-up testing.
3. Classes, tutorials,
seminars.

Satisfactory knowledge of basic political, economic & social concepts, measured by written & oral tests.

e) To improve student's knowledge of how their bodies function.

Science teacher, equipment, specimens, books, films, other materials of secondary school level.

1. Biology class & lab.

Notebook and lab manual to be kept by each student, indicating a comprehension of each of the systems of the body.

E. To offer learning experiences in interest areas whether academic or non-academic, in order:

a) To develop basic understanding of electronics & working of electronic items.

A part-time person with knowledge of practical electronics & basic electronic experimentation.

1. An electronics class.

Tests to find out ability to solve basic electronics problems.

b) To increase awareness of how man interacts with natural environment.

Environmental science teacher, field trips, experiments in limited environments, plant propagation & camping trips.

1. Environmental science class.

Journal to be kept by students of what they have observed on field trips on how man affects the environment.

2. Field trips to dumps, sewage treatment plants, power plants, natural history & science museums, aquariums.

I. PROGRAM OBJECTIVES	II. RESOURCES	III. ACTION-STEPS	IV. EVALUATION
E. (Cont'd)			
c) To develop skills in leather, silver, in drawing and use of drawing and painting materials, in pottery making, and in composition of materials.	A crafts teacher, leather working materials, silver working materials, drawing & painting materials, pottery materials, & sculpture materials.	<ol style="list-style-type: none"> 1. Class in skills and design. 2. Art & drawing class. 3. Pottery class. 4. Sculpture class. 	Completion of a craft project, and improvement of skills involved. School exhibit of craft projects.
d) To develop skills of auto maintenance and repair.	Teacher, engines, texts, cars, and tools.	<ol style="list-style-type: none"> 1. Breakdown & assemble engines. 2. Study electricity & physics as they apply to mechanics. 	Intro to field of auto mechanics, ability to tune cars; do minor repairs, & use equipment to do basic trouble shooting. Class conducting to do auto tune-ups.
e) To develop skill and dexterity in playing the guitar.	Guitar teacher/tutor, guitar, sheet music, chord charts.	<ol style="list-style-type: none"> 1. Practice chords and tuning. 2. Play tunes together. 3. Study basic music theory. 	Ability to play a song given sheet music. Ability to play along with others.
f) To develop skill and creativity in still photography.	Photography teacher, darkroom, supplies, cameras, & film.	<ol style="list-style-type: none"> 1. Photography class. 2. Shooting, developing, printing. 3. Individual projects, shows. 	Ability to take a picture and process it. Ability to communicate a feeling, mood through a photograph. School exhibit of photos taken during school term.

I. PROGRAM OBJECTIVES

E. (Cont'd)
g) To improve youths' knowledge on how minority groups have added to the American culture.

Social studies teacher, books, films.

1. Afro-American class.

Completion and presentation of a project describing how particular person(s) have contributed to society.

F. To offer opportunities to explore the relationship between skills and the underlying concepts upon which growth is based, in order:

a) To increase verbal fluency to a level geared for successful job and college interviews.

Composition and public speaking curriculum, teacher, tape recorder, & materials.

1. "Practice speeches".
2. Interviews & determination of level of articulation.

Sufficient competence in public speaking to complete a successful interview.

b) To solve common math problems encountered in the following occupations: machinist, carpenter, etc.

Math teacher, Workbooks by Delmar.

1. Workbook exercises, in the area of machinery operation, carpentry, etc.

Workbook tests indicating comprehension of how math applies to various occupations.

COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF YOUTH SERVICES
APPLICATION

As the official authorized to sign this application the undersigned represents that:

- 1.) Funds paid pursuant to this application will be used only for the project set forth in the project description. Any amendment thereto must be filed with and approved by the Department of Youth Services.
- 2.) The applicant agrees to account separately for its Department of Youth Services payments and to make quarterly financial and narrative reports and meet reasonable fiscal and administrative requirements.
- 3.) The applicant fully understands the contract conditions and agrees to comply with these conditions.

APPROVED BY Sheila A. McRevey DATE January 31, 1975

Sheila A. McRevey

(Typed name)

Assistant Coordinator of Student
Activities

(Title)

PROPOSAL PREPARED BY

Clair C. Murray

SIGNATURE

(Do not write below this line. For office use only)

Final approval for funding is contingent upon adequate appropriation or grant of funds, and approval by the Department of Youth Services, the Executive Office of Human Services, the Rate Setting Commission, and the Office of Administration and Finance.

RECOMMENDATION:

Regional Director, Department of Youth Services

Date

Director, Non-Residential Services, D.Y.S.

Date

APPENDIX G

TEEN LEARNING CENTER STAFF JOB ROLE DESCRIPTIONS,
SPRING 1976

TEEN LEARNING CENTER

Academic Year 1975-1976

Job Descriptions of T.L.C. Staff

I. Program Director

- 1) Coordinate school program and staff/student matching
- 2) Coordinate staff meetings - 1) 3/4 hour daily -- content
2) 2 hours weekly -- methods and support meetings
- 3) Program development, i.e. ensure continuance by negotiating contract, writing proposals, etc.
- 4) Teach at least one class or tutorial
- 5) Responsible for balancing books
- 6) Liaison with University financial office
- 7) Liaison with D.Y.S. (central and regional offices)
- 8) Procurer of funds (i.e. makes sure staff gets paid)
- 9) Liaison with town
- 10) Liaison with Amherst School Board
- 11) Liaison with University Administration
- 12) Liaison with Ed. School Programs (and Juvenile Justice Major)
- 13) Negotiator and procurer of University modular credit for courses
- 14) Organizer of staff in-service planning group and staff support group for core staff
- 15) Member of Juvenile Justice Programs Executive Committee

II. Academic Co-Director

- 1) Help area planning groups prepare class and tutorial schedules
- 2) Recruit needed tutors from Juvenile Justice Major and others University programs
- 3) See that classes, tutorials, I.S. occur as scheduled
- 4) See that learning contracts are completed by teaching staff
- 5) Liaison with M.A.R.Y./Advocate Programs
- 6) Supervise Subject Area Planning Groups.
- 7) "Instructor" of practicum
- 8) Organize orientation for interns and student teachers
- 9) Assign space in school
- 10) See that permanent records (transcripts, test scores) are maintained.
- 11) Assist with office record keeping
- 12) Coordinator of Evaluation-reporting system.
- 13) Coordinator of weekly group meetings (large group)
- 14) Teach at least one class or tutorial
- 15) Organizer of tutor's methods class.

III. A. 766 Coordinator

- 1) Interaction with local school districts

- 2) Procure contracts with local school districts for students to be covered by provisions of 766
- 3) Be available to area school boards for 766 core evaluation
- 4) Be the contact person for each non-program youth between local schools & T.L.C. staff
- 5) Submit monthly progress reports for 766 students to their school districts
- 6) Prepare billing data for 766 students

IV. School Secretary

- 1) Typing
- 2) Filing
- 3) Coordinating activities in office
- 4) Ordering materials
- 5) Over-all organizer of office
- 6) Monthly progress reports to D.Y.S.
- 7) Record keeping, billing

V. Core Staff (full-time)

- 1) Back-up Task Group Leaders
 - a) help students prepare schedules
 - b) keep student records
 - c) meet with student's advocate, counselor, parent
 - d) organize B/T group around specified tasks
 - e) work with B/T group to define goals and plan activities
- 2) Curriculum Planners
 - a) work with staff members to plan curriculum offerings
 - b) plan curriculums to meet individual student's needs
 - c) incorporate language arts skills into every curriculum offering
 - d) devise teaching materials and teaching methods to help students reach his/her self-defined goals
- 3) Program Evaluators
 - a) continue to up-date program evaluation methods
 - b) distribute learning contracts to teachers and tutors at beginning of cycles
 - c) complete learning contracts for students
- 4) Program Developers and Teacher/Trainers
 - a) Assess students' needs and interests to make sure program meets their needs and interests
 - b) participate in daily staff meetings
 - c) contribute to weekly staff in-service planning group
 - d) plan program for weekly tutors' methods class
 - e) develop a program that is continually growing to meet its defined goals and objectives
- 5) Teachers & Learners
 - a) Offer at least two classes and tutorials
 - b) Keep up with research in specific area of study
 - c) Keep up with happenings in alternative education

APPENDIX H

CRITERIA LIST FOR DETERMINING STUDENTS' EDUCATIONAL GOAL DIRECTEDNESS

CRITERIA LIST FOR DETERMINING STUDENTS' EDUCATIONAL GOAL DIRECTEDNESS

	YES	NO
I. STUDENT-STATED GOAL as assessed by:		
A. Admissions interviews in which a student stated that his/her educational goal was to get a GED or to improve academic skills.		
<u>Criterion 1:</u> Staff #1 admissions interview		
<u>Criterion 2:</u> Staff #2 admissions interview		
<u>Criterion 3:</u> Student admissions interview		
B. Back-up Group Leader's follow-up report on student's goals		
<u>Criterion 4:</u> Report #1; student's stated goal was to get GED or to improve academic skills		
<u>Criterion 5:</u> Report #2; student's stated goal was to get GED or to improve academic skills		
II. STUDENT'S BEHAVIORS assessed by:		
<u>Criterion 6:</u> 50% or more on attendance record		
<u>Criterion 7:</u> 50% or more on completion of classes (learning contracts)		
<u>Criterion 8:</u> 50% or more on completion of tutorials (learning contracts)		
III. MATCH BETWEEN STUDENT'S STATED GOALS AND BEHAVIORS assessed by:		
<u>Criterion 9:</u> Core staff case study report #1 that student's personal and academic behavior was consistent with stated educational goal		
<u>Criterion 10:</u> Core staff case study report #2 that student's personal and academic behavior was consistent with stated educational goal		

APPENDIX I

CONCEPT PAPER: TEEN LEARNING CENTER PROGRAM
DEVELOPMENT, WINTER 1976

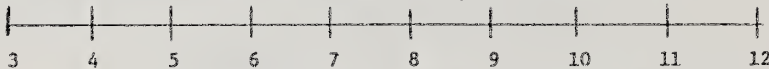
Winter 1976

CONCEPT PAPER: TEEN LEARNING CENTER PROGRAM DEVELOPMENT

Issues concerning the Teen Learning Center can be organized into two general areas: what the program consists of (the substance) and how the program works (the form). Some issues which fall within these areas are:

<u>Substance</u>	<u>Form</u>
goals/philosophy	staffing
curriculum	location
service delivery	method of funding
	relationship to JJP

I. Substance: The substance of a program depends upon the population for whom the program is designed. Historically, the T.L.C. program was designed as a school for two types of students -- those close to passing the G.E.D. exams and those below grade level who need basic skill training. The rather general distinction of students into categories was based on academic skill level as measured by T.L.C. entry tests. Thus students, as far as skill level was concerned, were seen as falling somewhere on a continuum of grade levels.



Diagnostic test results could indicate whether a youth was below, at, or above grade levels of other students his/her age.

To refine the distinction of types of students further, factors other than skill levels have to be considered. One of the main distinctions in students is between goal-directed youths and non-goal directed youths (the goal which is being considered here is limited to education; it is recognized that a youth who has no educational goal can certainly have other clearly defined goals). It is a reality that there are some students at the T.L.C. who have defined for themselves an educational goal and others who have no educational

goals. Thus there are differences in students' skill levels and in students' educational goals. In designing an educational program which meets needs of high skill and low skill, goal directed and non-goal directed students, three options or alternatives are available:

- 1) A program which focuses on goals as the important variable and which is clearly designed for one population, either the goal-directed student who clearly knows what he/she wants and needs the access (an educational program) to help him/her achieve goal, or the student who has no educational goals and who may need to learn how to clarify goals.
- 2) A program which focuses on students' academic skills and which is designed for the needs of students of varying skill levels by offering a varied curriculum for students of differing skill levels.
- 3) A program which has two components, that is, two curricula and two staffs, which focuses on both goals and skills and which is designed for four populations, as indicated on the matrix.

	High Goal	No Goal
High skill	HS HG	HS NG
Low skill	LS HG	LS NG

The first alternative is not a comprehensive design and would be exclusionary in that it would neglect the educational needs of either goal-directed or non-goal-directed youth.

The second option is based on the humanistic education goal of actualizing human potential. This model most closely resembles the T.L.C., which offers a large choice of classes and tutorials based on a student's academic needs. Although the major emphasis is on developing cognitive skills, some attention is given to affective growth in a number of ways, e.g., by staff and older, "serious" students as role models. The focus of this alternative is on improving

skill areas of students who are on or near grade level as well as those needing basic remedial work.

The third alternative would be a comprehensive program concerned equally with cognitive and affective skills growth. There would be interrelation between the two components. Students would not be restricted to one curriculum but could and would design an individualized program of courses and tutorials in skill and process training. In this type of educational model students of differing skills and motivations would interrelate at large group (community) meetings and in school activities and projects. The goal of this type of program would not be to "track" or categorize students but to meet a wider range of students' educational needs. The following chart explains the population, focus and curricular content of the two components.

POPULATION	GOAL DIRECTED STUDENT	NON-GOAL DIRECTED STUDENT
Focus:	Academic skill training G.E.D. prep Vocational training	Process training Goal setting Learning to learn
Curricular Content:	Cognitive Language arts skills Math G.E.D. prep Career guidance Social studies Science	Affective Goals setting Values clarification Decision making Interpersonal skills Drugs Racism Sexism

This third alternative is an extension of alternative two. Both are based on the same philosophy and have the same goals, as far as they compare. Alternative three is an attempt to find a realistic solution to a complex problem--that of designing a program for a diverse population of students with differing skills and differing motivations. The focus of alternative two is on academic and skill training (cognitive), not on process training (thus it is modeled on the program shown on the left side of the above chart).

II. Form: If alternative three is used as a model of an educational program, the form, or how it would work, could be based on the following:

1. Staffing

1 full-time program director - Job description and/or requirements:

1. Responsible for administration of program
2. Responsible for DYS and Chapter 766 funding
3. Responsible for DYS and Chapter 766 student placement and recruitment
4. Graduate student School of Education

1 full-time coordinator of cognitive (skills) component - Job description and/or requirements:

1. Responsible for organizing comprehensive academic curriculum
2. Supervisor of part-time teaching assistants and undergraduate tutors.
3. Certified high school teacher, preferably in language arts
4. Experience in curriculum design and development
5. Experience as teacher trainer
6. Graduate student School of Education

1 full-time coordinator of affective (process) component - Job description and/or requirements:

1. Responsible for organizing comprehensive affective education curriculum
2. Supervisor of part-time teaching assistants and undergraduate tutors
3. Certified teacher
4. Experience as process trainer (e.g., in goal setting, values clarification)
5. Experience as teacher trainer
6. Graduate student School of Education

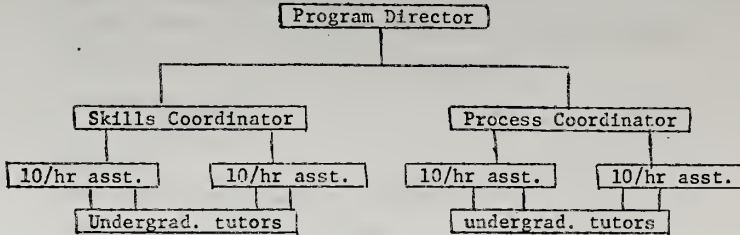
4 part-time (10/hrs/wk) student assistantships - Job description and/or requirements:

1. Class teacher
2. Tutor
3. Experience with court-committed youth
4. Experience with students with special educational needs
5. Graduate or undergraduate student School of Education

8 undergraduate tutors/teachers - Job description and/or requirements:

1. Teacher or tutor
2. Experience with youth
3. Juvenile justice major or student in School of Education

An organization chart would be as follows:



2. Location

Two important factors necessitate a reconsideration of program location from the North Amherst school.

1. The present space may not be available next year since the town may renovate it for town use.
2. The present rent is \$3,900/yr and the T.L.C. has to reconsider whether it can handle this expense.

Several options exist which can be considered alone or in any combination:

1. If present space is available from town, rent 2 upstairs rooms (and not basement room) at reduced rate of \$2,600.
2. Use the space available on first floor of Hills South.
3. Rent or obtain additional space near Hills South

Some of the strengths and weaknesses of having the T.L.C. housed on the first floor of Hills South are as follows:

Strengths

- convenient to JJP offices and staff
- JJP staff could tie in with T.L.C.
- T.L.C. staff could tie in with JJP
- cheaper (no rent)
- could use general resources of JJP
- could have flexible scheduling

- could follow up on students in a coordinated way throughout JJP
- rooms would be kept clean by U-Mass personnel
- space is more attractive
- T.L.C. would be more identified as a university program
- could get more involvement from HAPPS
- better security

Weaknesses

- too close to too many non JJP people
- not enough "spread out" room
- no recreation area
- space would not be identifiable as T.L.C. (lack of ownership)
- too many distractions with first floor traffic
- lack of sense of community within T.L.C.
- controls would have to be imposed on noise and movement
- rooms available on first floor are too spread out

3. Method of Funding in Future

- a) a renewed contract with D.Y.S. for non-Region I youth
- b) Chapter 766 reimbursement for both D.Y.S. youth and local area youth in the T.L.C. as (1) day school placement, or (2) day school program with residential component (M.A.R.Y. or Advocate Program). At present, T.L.C. is approved as a day school Chapter 766 placement site; application would have to be made for the T.L.C. to become a Chapter 766 school placement with residential component.

