

MACLAREN SCHOOL FOR BOYS

Robert L. Harris, Superintendent

Established as the Oregon State Training School for Boys in Salem in 1891, the institution was later moved to a 276-acre farm north and east of Woodburn on Highway 99-E. In 1951, the name was changed to "MacLaren School for Boys," in honor of Reverend William G. MacLaren. When the school was moved to Woodburn, agriculture was the primary phase of the training program. In the years since, a full-time elementary, remedial, and high school (State accredited) with academic and vocational training has been added. The school now offers diversified programs which provide activities, experiences, and training to meet the needs of individual boys.

The agency provides residential and community care for boys committed from juvenile courts throughout the State, and is specifically responsible for controlling, changing behavior of, and integrating these boys into their homes, schools, and communities as productive, law-abiding citizens. Commitment is limited to boys over 12 and under 18 years of age.

The residential program is carried out on the Woodburn campus and in three work-study camps located near Florence, Tillamook, and Manzanita. The camps at Florence and Tillamook are half work and half school. The Manzanita camp, since February, 1968, has held evening classes, although previously this was a full-time work camp. The needs of the boys are now being met with schooling in basic skills and preparation for employment.

Community services are carried out by parole counselors throughout the State, and include planning, programming, counseling, and supervision with boys and their families prior to and during parole and foster care placement; they also include the supervision of boys from other states under the Interstate Compact agreement.

As of June 30, 1968, there were 334 boys on campus, 55 in camps, 137 on foster care, 423 on parole, and 19 on supervision through the Interstate Compact. Peak campus population was 462 in 1967, and 444 in 1968. There were 332 employees of the agency.

CONCEPT AND DIRECTION OF TREATMENT PROGRAM

A recurring and continuing problem has been the variations in intake of new commitments and populations. In an attempt to analyze this and find ways to avoid excessive population on campus, the staff has determined that the various operational departments tended to function as separate units. Steps were taken to identify general goals and better ways of working with the boys.

This led to utilizing the motivational techniques developed by the most advanced industrial psychologists. These techniques demonstrate that employees are motivated to better performance by recognition, achievement on the job, and opportunity for responsibility. Also, these techniques are the best means to affect behavior change in boys.

The outcome has been a concerted effort involving all staff to develop boy-centered, individualized growth and development programs. All staff have responsibilities in working directly with boys. The result has been that relationships between staff and boys have become closer, with more trust and confidence between them. Boys are being given greater responsibility in their daily activities, and are more involved in planning their own programs.

This concept has been further implemented by giving the staff more responsibility for planning cottage activities, and by unifying the efforts of all departments and individuals in working toward and supporting the institution's objectives. This has helped widen the range of planned learning and training activities and services available in the total program.

Following completion of the intake and diagnostic procedures, an individualized program is prepared and the boy is assigned (or later reassigned) to the campus, one of the three camps, one of many individual or group foster homes, or to parole with his own family. In many cases it is possible to shorten the length of stay on campus, place boys in camp following the intake-diagnostic procedure, or directly in foster care or parole.

COMMUNITY ORIENTATION AND WORKING RELATIONSHIPS

ESTABLISHED WITH OTHER STATE AND GOVERNMENTAL AGENCIES

The school's relationships with governmental and interfacing agencies are extensive and are a means of enriching existing programs and furnishing services and support for boys and their families on foster care and parole. Over the years, MacLaren has developed close working relationships and cooperation with juvenile departments and law enforcement agencies throughout the State.

Considerable attention is given to working closely with the Oregon schools to aid in placing boys in school and assisting them in working out problems which frequently arise. In this light, MacLaren is participating in an ongoing inter-agency conference with the Portland public schools, which deal with special problems arising with students in the school system.

On the recommendation of psychiatrists, boys are transferred on a temporary basis to a State mental hospital; in turn the school cares for a limited number of mental health patients. During the past year, a specialized program for boys with problems in alcohol and drug usage was started with the State Alcohol and Drug Section.

Boys on parole to their families are in treatment programs at local mental health clinics. Some medical and dental work is done at the State Hospital and Fairview Hospital. The University of Oregon Medical School furnishes a major portion of the specialized medical treatment that cannot be performed in the campus infirmary hospital.

During the biennium, many MacLaren staff addressed service clubs, schools, churches, and professional groups, and participated in numerous meetings related to the needs of the State's children and youth.

Many organizations, classes, and groups visited MacLaren and toured the facilities. During the last year, selected boys conducted many tours, and in most instances were praised for their courtesy and candor in conducting the tours.

Boys in the industrial arts classes have donated products made in classes to the American Red Cross, thus assisting hospital shut-ins, welfare, and handicapped groups. In June, 1968, a group of over two hundred small items were given.

In this biennium, a dozen boys participated in the Upward Bound programs at Pacific University, the University of Oregon, and Mt. Angel College, which broadened the educational opportunities of these boys.

During the fall and spring school terms, four specialized classes for correctional workers were held on the campus by Oregon College of Education. During 1968, over a six-week period, opportunity was afforded State Fish and Game Department personnel to receive scuba diving instruction in the school's swimming pool.

The school's annual invitational basketball tournament with Class D high schools, including seven outside teams, was held each December. In 1967, during the three-day period of play, over five hundred adults and one thousand students were in attendance.

"Youth Adventures, Inc.," and "Youth for Christ" continue to provide summer camping and also give programs for boys on campus, particularly at the holiday season.

The Woodburn Junior Chamber of Commerce supports the Youth Council, composed of representatives from each cottage, and has made numerous suggestions for improving procedures and policies, many of which have been adopted.

A Civil Air Patrol Unit was chartered in April, 1968, the only one in the nation in a training school. This covers study and participation in aerospace activities. Upon return to their communities, students may transfer to their local CAP units.

The Drum and Bugle Corps has participated in parades and community celebrations throughout the State and has contributed much to these events. It is an activity enjoyed by the boys and appreciated by the audiences.

The Glee Club has given many performances for church and civic organizations and is always well received.

An employees' bargaining contract was signed with Oregon State Employees Association in July, 1967.

NEW PROGRAMS INITIATED DURING 1966-68

CHANGING CONDITIONS IN THE INSTITUTION

Mr. Robert L. Harris assumed the superintendency on December 1, 1967, succeeding Mr. Amos Reed, who became superintendent of the Oregon State Correctional Institution.

In August, 1967, two cottages were closed to affect budget savings, as required by legislative action. From January through May, 1968, there was excessive crowding in all cottages.

During the past year it has become evident that MacLaren is receiving an increasing number of boys who have used drugs. This has required development of new approaches from intake through parole, and specialized training of staff to deal with this problem.

Policies and procedures have been introduced to individualize programs for boys, to involve them in the planning, and to provide background data to the staff working with the boys. One example of this is the programming guide, which includes material taken from the diagnostic intake summary and describes how to treat and work with each boy. The guide is prepared on all boys at intake and is used by all staff in contact with the boys. This is in line with starting a treatment plan when a boy arrives which continues through parole. The boy is involved in planning his goals, which become the basis on which his referral is made.

Cottage staff have been given greater responsibility for planning their activities and programs. This has resulted in more flexibility and better activities. They are now undertaking roles as counselors and social workers with the boys.

Cottage Case Review Committees now make referral recommendations directly to the superintendent, as well as decisions on home visits, transfers, camp referrals, etc. Formerly, the Administrative Case Review Committee passed on all of these. The latter committee now devotes its attention to establishing policies on programming casework, and reviews progress of boys with difficult problems.

A full 12-month school program has been instituted, with two six-week summer sessions to give summer instruction of the same quality of teaching and subjects as the regular term. Most boys are behind in school work when they are committed and need remedial enrichment programs. Therefore, this is planned to aid them in becoming current with their class when they return to their home schools.

In the spring of 1968, co-recreational activities were started with Hillcrest School, including monthly dances, participation in MacLaren's Saturday movies, and joint glee club performances. A co-educational program at Hillcrest was started in June, 1968, with approximately twenty boys transported by bus each day.

During the biennium, several Federally funded projects under Title I ESEA were implemented. One was a remedial-enrichment program for 30 boys with emphasis on improvement of reading and social skills. In June, 1968, another program was started involving 45 boys in exploratory experiences in several vocational areas. Federal funds also covered the purchase of library books and salary for a library aide. Small libraries of paperbacks were put in all cottages and camps.

The volunteer services have been expanded, with a director (volunteer) working on a regular basis. The activities include sponsorship of individual cottages by organizations and churches, volunteers working with boys who do not have home visits, classroom teaching, assistance in counseling, and the presentation of many special cultural and educational programs. All but two cottages now have a well-defined volunteer sponsor program. Certificates of appreciation were awarded to approximately 150 volunteers at a special program in June, 1968. This department is playing an increasing role in the over-all program.

The hospital staffing has been revised; there is now full 24-hour coverage with trained medical attendants, rather than the previous 16. Medical technicians have been hired in lieu of group life supervisors who had previously worked with the regular nurses. This was done at no increase in cost.

In May, 1968, an experimental cottage program was started, to be an intermediate step in the transition and progression from the structured institution into the community. Up to 15 boys are placed in a cottage where more responsibility for daily living is required; assignment is made four to six weeks before they are placed on parole or foster care.

A modification of clinic and diagnostic services has been made, including a revised program of psychological testing on specific request from staff for special evaluations on certain boys. Vocational interest and aptitude tests are frequently given. This change has allowed the Psychology Department to furnish psychological consultation to social workers, teachers, and cottage staff, as well as time for research and training.

Considerable attention and emphasis has been given to various types of counseling. Cottage staff, working under the guidance of the social workers, are undertaking responsibility for counseling individual boys. Group counseling has been initiated in many cottages, one style is the guided group interaction, in which all boys and staff plan activities and discuss problems growing out of cottage operations. Small groups counseling, usually led by social workers, is aimed at more personal problems of adjustment. Emphasis has also been given to developing family counseling involving parents, boys, social workers, parole counselors, and psychiatric consultants. In June, 1968, 33 families were so involved.

In February, 1968, plans were started for a major research project, the Community Adjustment Scale study. This was initiated with the Research Section of the Board of Control. If successful, the study will identify the effectiveness of the school's various programs by the boys.

In parole services, differential levels of supervision of parole cases have been instituted which include intensive, regular, and selective. This has been helpful in providing intensive care for boys needing close supervision, while modifying the amount of attention given boys making satisfactory adjustment. The parole agreement has been revised so that individual goals developed by the boys with their parole counselor are spelled out. This helps boys to think seriously about parole and future plans, and makes for a better relationship between the counselors and the boys.

Foster care has been expanded and further developed. In addition to approximately 42 individual homes, MacLaren now has approximately 23 group homes with up to 90 boys assigned. Group foster homes provide an added placement resource, which makes it possible to place many boys who do not fit well in the individual foster homes. The boys are helped to mature in the community, and the cost is much less in maintaining a boy in foster care over institutionalization.

Each month at the parole counselors' staff meetings, data is pooled as to homes available and boys in need of placement. This has resulted in coordination of efforts in placing boys in the appropriate type of foster home.

A new policy on camp referrals was established in April, 1968, to select boys during their orientation period and transfer them to camp as soon as possible thereafter. When it is later found that a boy's needs can best be met in camp, referral is made. Earlier placement stabilizes the camp programs and makes it possible for boys to obtain greater benefits from the work programs.

In 1967, a contract was concluded with the State Parks Division, whereby boys at Camp Tillamook would maintain parks and camp sites. Previously, they had worked at the Tillamook airport maintaining the grounds and facilities, but this work was terminated due to lack of work and funds. Construction of a new building at Camp Tillamook to replace the old outmoded structure began in June, 1968, and is expected to be ready for occupancy about December 15, 1968.

In June, 1968, a group project of the School of Social Work of Portland State College, under the direction of Frank Miles, was completed, entitled, "Assessment of Subjective Experiences of Boys Entering the Community From a Correctional School." The findings of this study provide some specific recommendations for improving the program on campus and parole and foster care services.

Plans have been completed to start a program with the Department of Vocational Rehabilitation to provide special planning, training, and assistance to older boys who need help in entering the labor market. During the biennium, 43 employees took college courses to upgrade their qualifications and competence.

SHORT-TERM GOALS

1. Manage population efficiently, modifying "peaks" and "lows," making effective use of all resources including campus, camps, group and individual homes, and parole.
2. Coordinate and cooperate with governmental and interfacing agencies to meet the need of MacLaren's boys.
3. Improve staff performance:
 - a. By revising and establishing objectives, policies, and procedures;
 - b. By making staff supervision more effective;
 - c. By providing improved level of in-service training to aid staff in job competence;
 - d. By developing ongoing procedures for evaluating the efficiency of our operations.
4. Develop uniqueness and differences in the various cottage programs.
5. Continue decentralization of planning and decision-making relative to boys' programs.
6. Continue to individualize boys' program planning, and involve the boys in this process.
7. Involve parents and boys in parole planning, including their responsibilities when placement is made, and making maximum use of community resources.
8. Broaden and upgrade manpower recruitment potential through development of mutual programs with universities and graduate schools.
9. Develop a consistent plan for informing the public of MacLaren's programs.

LONG-RANGE GOALS

1. Improve services to boys by upgrading the staff.
2. Develop integrated cottage teams in the staff organization.
3. Identify and define available statistical data which will support efficient program evaluation and management (with Board of Control Biometrics Section).
4. Improve parole services by better supervision and reduced caseloads.
5. Develop a parole treatment model utilizing the knowledge and experience acquired by parole staff.
6. Improve financial stability to group foster homes in which the foster parents devote full time to care of boys.
7. Develop a program utilizing work release inmates as staff aides to provide better supervision, more recreation, and more extensive counseling for boys.

Juvenile Training Schools-M.S.

SUMMARY OF EXPENDITURES

July 1, 1966 - June 30, 1968

<u>Program</u>	<u>1966-67</u> <u>Expenditures</u>	<u>1967-68</u> <u>Expenditures</u>	<u>1966-68</u> <u>Total</u>
Administration	\$ 240,559.04	\$ 221,470.54	\$ 462,029.58
Dietary	152,144.62	180,566.80	332,711.42
Physical Plant	229,075.84	292,988.68	522,064.52
Physical Care	855,190.60	865,601.99	1,720,792.59
Medical	81,495.77	80,024.27	161,520.04
Treatment	168,596.49	183,427.57	352,024.06
Education	319,045.70	348,153.01	667,198.71
Field Services	337,185.09	405,074.10	742,259.19
Camps	190,467.75	189,907.21	380,374.96
Farm and Grounds	73,227.94	73,581.36	146,809.30
Capital Improvements	12,508.45	--	12,508.45
Inventory Change	<u>(6,164.23)</u>	<u>12,549.40</u>	<u>6,385.17</u>
Totals	<u>\$2,653,333.06</u>	<u>\$2,853,344.93</u>	<u>\$5,506,677.99</u>

Category

Personal Services	\$2,095,022.44	\$2,190,572.23	\$4,285,594.67
Services and Supplies	526,081.57	622,768.63	1,148,850.20
Capital Outlay	<u>32,229.05</u>	<u>40,004.07</u>	<u>72,233.12</u>
Totals	<u>\$2,653,333.06</u>	<u>\$2,853,344.93</u>	<u>\$5,506,677.99</u>

Fund

General Fund	\$2,604,076.78	\$2,809,396.57	\$5,413,473.35
Miscellaneous Receipts	<u>49,256.28</u>	<u>43,948.36</u>	<u>93,204.64</u>
Totals	<u>\$2,653,333.06</u>	<u>\$2,853,344.93</u>	<u>\$5,506,677.99</u>

Number of positions filled:	June 30, 1967	328
	June 30, 1968	311
Assessed valuation of all buildings:	June 30, 1967	\$5,500,565.41
	June 30, 1968	\$5,777,305.41
Number of Acres:		276 (no change)